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ABSTRACT

This study is intended to promote the development of the archival and records management professions in Latin America by providing basic data on the status of professionals in this area in relation to other information professionals in the public service, particularly librarians and documentalists. It deals with the basic issues of recruitment, training, employment qualifications, conditions of service, remuneration, legal rules, and career opportunities. In preparation for the study, a questionnaire was mailed to the heads of the national or general archives of concerned countries. Replies were received from Argentina, Brazil, Colombia, Costa Rica, Chile, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Peru, the Dominican Republic, and Uruguay. In addition information was sought from archivist schools and faculties. For the first time, this document provides basic data in a number of these areas that can be used to support efforts to upgrade the status of archivists and their colleagues in the information field in Latin America. A bibliography is included. Appendices include the letter to heads of national archives, the questionnaire, a list of individuals who answered the questionnaires, and replies from Bolivia and Haiti. (THC)

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The Status of archivists in relation to other information professionals in the public service in Latin America

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General Information Programme and UNISIST

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THE STATUS OF ARCHIVISTS IN RELATION TO OTHER INFORMATION PROFESSIONALS IN THE PUBLIC SERVICE IN LATIN AMERICA

prepared by Aurelio Tanodi

General Information Programme and UNISIST

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Scientific and Cultural Organization

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PREFACE

The Division of the General Information Programme of Unesco, in order to better meet the needs of Member States, particularly developing countries, in the specialized areas of records management and archives administration, has developed a long-term Records and Archives Management Programme - RAMP.

The basic elements of the RAMP programme reflect the current overall themes of the General Information Programme itself. RAMP thus includes projects, studies, and other activities intended to:

1. Promote the formulation of information policies and plans (national, regional and international)

2. Promote and disseminate methods, norms and standards for information handling

3. Contribute to the development of information infrastructures

4. Contribute to the development of specialized information systems in the fields of education, culture and communication, and the natural and social sciences

5. Promote the training and education of specialists in and users or information

This study, prepared under contract with the International Council on Archives, is intended to promote the development of the archival and records management professions in Latin America by providing basic data on their status in relation to other information professions in the public service, particularly librarians and documentalists. It deals with the basic problems of recruitment, training, employment qualifications, conditions of service and career opportunities. It provides, for the first time, basic data in a number of these areas which can be used to support efforts to upgrade the status of archivists and their colleagues in the information field in Latin America.

Comments and suggestions regarding this Study are welcome and should be addressed to the Division of the General Information Programme, Unesco, 7 Place de Fontenoy, 75007 Paris. Other studies prepared under the RAMP programme may also be obtained at the same address.

CONTENTS

		Page
Introduction		1
1.	Origins and nature of disparities	3
2.	Libraries and national archives	8
3.	Training and qualification	10
4.	Staff categories	20
5.	Appointment, promotion, departure and stability of archivists	24
6.	Remuneration	25
7.	Legal rules	26
8.	Associations of librarians and archivists	30
9.	Conclusions	32
10.	Recommendations	35
Bibliography		45
Annexes:	Letter to heads of national archives	46
	Questionnaire sent to heads of national archives	47
	Persons who answered the questionnaire	52
	Reply from Bolivia	53
	Reply from Haiti	55

INTRODUCTION

1. This study on the status of archivists in relation to other information professionals in the Public Service in Latin America was prepared under contract with the International Council on Archives (ICA) within the framework of Unesco's RAMP Programme (Records and Archives Management Programme). The purpose of the study is to collect and analyse comparative data on archivists and other information professionals, especially librarians and documentalists, in the public service, with respect to qualifications for entry-level positions and promotions (education, training and experience), duties and responsibilities, classification standards and compensation. Attention is paid to 'any special circumstances required to make valid comparisons between the various types of information professionals' and the work includes 'a discussion of the nature, origins and consequences of any disparites'. It concludes with 'recommendations regarding actions that could be taken at the national, regional and international levels to improve the status of archivists in Latin America'. An annotated bibliography of writings used or consulted in the preparation of this study is attached.

2. In this study, the term 'countries of Latin America' covers the Spanish and Portuguese-speaking countries of Latin America plus the French-speaking country of Haiti. The French departments in the Caribbean where the status of information professionals is governed by French legislation and regulations are not included.

3. The term 'archives' is used with the meaning prevailing in Latin America where it covers not only those of an historic character but also those of an administrative nature including intermediate archives. In other words it covers what other regions is considered as the pre-archivage or records management phase.

4. The study concentrates on the real situation of archival personnel with references in various aspects, where relevant, to the staff of libraries and documentation or information centres. Care is taken to present the situation of archival personnel in terms of its real problems, analysing its strong points and minor and major deficiencies, the object being to produce a wholly constructive critique, so as to make some contribution to improving the status of Latin American archivists.

5. In preparation for the study, a questionnaire, a copy of which is attached, was sent to the Heads of the national or general archives of the country concerned. Further questionnaires were sent out to those countries that failed to reply to the first.

Replies were received from the following: Argentina, Brazil, Colombia, Costa Rica, Chile, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Peru, the Dominican Republic and Uruguay. Paraguay sent in a short note on the subject.

6. In addition, information was sought from archivist schools and faculties. Answers were received from Colombia, Brazil and Uruguay.

Requests for information on national libraries and documentation centres were also sent to the Heads of the National Archives, but only Costa Rica and Peru replied.

No response could be obtained from a well-known specialist in scientific and technological information centres.

Lastly, I was also able to call upon my own personal experience during five years of Latin American archival activities, in which I was especially concerned with questions of archives staff and their qualification.

1. ORIGINS AND NATURE OF DISPARITIES

1.1 For any description, however brief, of the disparities among archivists, librarians and documentalists or information specialists, from their origin up to the present time, and of the nature of these disparities, one has to go back to the colonial period. In this backward look over the past, it may be said that there were three periods in the development of archives, libraries and, latterly, documentation centres which affected the personnel responsible for the organization of these establishments - the main information agencies and institutions.

1.2 The first spans the Spanish and Portuguese colonial period, namely the 16th, 17th and 18th centuries and the first decades of the 19th. The second may be defined as the period of the struggle for emancipation, national consolidation and republican development in the 19th century and the first half of the 20th, and the third as the decades from that date to the present.

One of the characteristics of the first period was the identity of government which embraced all the overseas territories administered by the authorities of the kings of Spain and Portugal who exercised supreme legislative, executive and judicial powers. The administrative procedures in the mother countries, with their legal bases and traditions and customs in peninsular Spain and Portugal were shipped over, in their theoretical and practical applications, and determined or permitted the changes that were necessary for the overseas territories or else arbitrary procedures arose on the spot.

As to the production of administrative documents and the creation of archives, there was a fairly detailed body of law at the level of the viceroyalties, audiences, governorships, municipalities, etc. The staff responsible for the production, conservation and archiving of documents, who were mainly the secretaries or notaries, carried out their duties on the basis of legislation and customs brought from Spain and Portugal and their own experience arising out of the practical handling of documents and which was handed down from generation to generation, with the empirical changes that developments in administration made necessary. Archives were locked up, accessible to few public servants from bodies of duly authorized origin. There was no thought of developing any archival science with the task of providing general rules for the systematic administration and organization of documents and archives.

1.3 The creation of libraries, for their part, was fundamentally linked with the rise of educational institutions and especially the colleges of education of the clergy and the universities, promoted and run by the clergy and religious orders of the official Catholic religion. So libraries developed under the strict control of religious and political orthodoxy and were for the teachers and the students. Individual books and small and large collections were brought together by a number of clerics and State functionaries and private people, too, lovers of the arts and men of a certain affluence. In some offices of the big central administrations, large quantities of books were assembled, giving rise to libraries with certain public characteristics, in Bogota and Rio de Janeiro towards the end of the 18th century. The staff responsible for libraries, like those responsible for documents and archives, brought over the traditions and experience of Europe and adapted their organizations to suit their empirical knowledge which, with the passage of time was able to adjust to certain procedures of the incipient development of librarianship.

1.4 The dominant feature of the second period was the institutional model in which the supreme power of the Crown resident in Spain and Portugal was replaced by the new authorities, based on the democratic principles of having the three powers of the State independent of one another, resulting in major institutional changes in the administrative sector of the executive. In the judiciary and in the notarial sector, in spite of institutional disparities, changes in document production and archiving were on a smaller scale and, in the legislative field, new documents and archives were created. In the Hispano-American countries, another fundamental difference was the creation of some 20 separate States with general Spanish governmental control breaking up and each State going its own way. The third decisive characteristic in the development of documents and archives was the general opening up, where previously only Spanish influence prevailed, to the influence of other European countries and the United States of America in the political, ideological, cultural, social, economic and other fields.

With this kind of institutional model, the administrative documentation from the colonial period lost its hallmark of secrecy and, taking their cue from the creation of national archives in Europe, general and national archives began to be established in which, alongside colonial documentation, historic archives relating to the era of independence began to be collected as time went by. Foundation dates for general archives range between 1821 and 1948-1963, evidence of the big difference in the new States. Up to well into the 20th century, the national archives were, in general, the only public ones, often set up on the initiative of individual or institutional historians who, in their small numbers, were practically the only people to consult them. In Brazil, for example, various federal State archives were set up in the last decades of the 19th century.

The administrative archives of the legislature, the executive and the judiciary in countries with a centralized administration and in independent countries that were federations of States or Provinces (Mexico, Brazil, Argentina and Venezuela) were organized in isolation in the relevant bodies and departments, with no systematic co-ordination, based on such legal rules as existed (regulations rather than legislation) and on earlier traditions and new empirical procedures stemming from the nature of the practical administrative arrangements and in a context in which documents were deemed to be of a secret, restricted or confidential nature. As a result archives could not be consulted by outsiders. Their organization was a mixture of the traditional and the empirical and depended on the sometimes arbitrary and changeable decisions of the higher authorities or archives heads. Those responsible for managerial tasks and the employees performing the archival tasks were part of the administrative staff governed by general staff provisions, changeable and subject to all the vicissitudes of administrative duties and all the virtues and far from rare failings of bureaucracy, aggravated by the fact that, in many areas, archives were regarded almost as an administrative and non-productive nuisance and the staff assigned to archives were persons of little ability and unusable in other posts. It was even regarded as a punishment. There were also, of course, senior public servants and archives staff showing an excellent level of responsibility and managerial and professional skill.

The methods and procedures of archives science that first appeared in Europe towards the end of the 19th century and then slowly spread throughout European archives had not yet reached Latin America where, as a consequence, there was a total lack of special training and qualification of archives personnel.

1.5 Library development was similar in some ways but different in others. There was no clearcut institutional model for their organization, just the natural continuation of the libraries of educational institutions and their quantitative and qualitative growth, that is to say, both in number of libraries and by comparison with the earlier preferential focus on philosophical, theological and juridical studies, a greater place being given to books on sciences and techniques, etc. and with the removal of ideological and political control.

A distinctive feature of the new era was the creation of national public libraries, open to all, most of them set up between 1810 and 1901 - earlier than national archives.

The staff in school and university libraries and in those of other lower-level educational institutions, and which increased rapidly in number, were selected from those showing an interest in library work and staff already employed on other duties. Men of letters were given preference for the managerial tasks in the national libraries.

Methods and procedures for library organization and services were more uniform than those used in archives becuase of the differing nature of books and archives documents, the latter coming from various bodies with a large number of document sources, groups, series, types and classes. It was thus easier for librarianship principles and techniques designed for the acquisition, classification and catalog-uing of books to become established and for habits based on tradition and personal experience to be developed.

It should be remembered that library science was already fairly well advanced in the 19th century and had established solid principles that gradually won universal approval and application.

With national libraries open to the broadest spheres of society and school libraries open to all milieux of a certain cultural level, library staff began to enjoy higher esteem and a greater measure of social and governmental recognition.

1.6 Two factors characterize the third period in the archives field. The first is the continuation of the earlier situation, with no basic changes, for many administrative archives: organizational and functional dependence on the higher authorities of the public bodies, with methods partly covered by regulations, but also, to a large extent, empirical and arbirary, and frequently without any recognition for the work of archives staff (underrated because archives yeild little visible socio-economic or political return). Doubtless there have been outstanding exceptions. Archives have remained closed, difficult or even impossible of access, especially in the case of the ministries responsible for foreign relations, the armed forces, etc. There has been a lack of co-ordination and little penetration of the theoretical and practical principles developed by archives science. In most cases, the staff has been recruited among administrative public servants and office personnel (no professional qualifications being required) who followed traditional, empirical or self-taught methods.

As for the other factor, new and fresh winds, from the gentlest to the fiercest, have been blowing.

Archives science was already emerging in the 1940s, but its expansion gathered momentum in the 1950s. Bound up with the quantitative and qualitative development of historical research and administrative reform, its consequences are as follows:

Many historical archives, (especially those of the States or Provinces in federal countries), the departmental or similar libraries in countries with a centralized administration, and municipal archives have been formed. This has frequently been on the initiative of historians, who also manage the archives, but specialized staff or at least staff with some archives training are necessary. At the outset, help for such staff was largely sought from the library profession of which many members already had a strong scientific grounding. Other improvements have been due to the assistance and economic help of regional and international governmental and non-governmental organizations and institutions.

In 1947, the Panamerican Institute of Geography and History formed an Archives Committee as a part of its History Commission. Links with the International Council on Archives from the 1950s on, and up to recent years, were sporadic and rare. Unesco had systematic archives programmes in the 1950s and 1960s to some extent, but more in the 1970s and 1980s, most recently with its ambitious RAMP programme. The decision of the Organization of American States to afford major support for archives was taken in 1972, the main features being the creation of the Inter-American Centre for the Development of Archives in Cordoba and the economic assistance granted for the Inter-American Courses organized by the Centre for Librarian and Documentalist Studies in Madrid. The OAS gives preferential treatment to the qualification of archives staff, this representing the major part of its economic aid. Mention should also be made of the collaboration of the Spanish General Under-Directorate for Archives.

Meetings have also contributed to archives development, beginning with the most important held in Washington in 1961: the First Inter-American Meeting on Archives. Since then, there has been a series of regional and national meetings. Two of these were devoted exclusively to staff problems, the Rio de Janeiro meeting in 1980 on the status of archives staff in Latin America and the Buenos Aires meeting in 1981 on training and qualification. Regional and international meetings are being organized.

National associations of archivists have also been formed in most Latin American countries and there is one regional association: the Latin American Association on Archives (ALA) formed in 1976 and incorporated in the International Council on Archives as a Regional Branch.

A number of books, monographs and articles have been published by Latin American authors on archives theory, practice and techniques which have enriched bibliographical resources in Spanish and Portuguese.

A start has been made on planning and, in some countries, on organizing national archives systems and on addressing the subject of the professional status of archivists.

Particular importance has been given to the training and qualification of staff for archives, including occasional or more systematic courses and short courses and, above all, the provision of training schools for archivists, as being the best way of strengthening the profession.

With all this, there has been greater awareness of archives matters and greater appreciation for the work of archivists, although such an awareness is still lacking in some countries and social milieux: where it is evident from the inadequate recognition of the archivist's profession in terms of remuneration.

1.7 Moving on to the library field, the development of some of the phenomena mentioned under archives is observable, but it is in general more intensive, at least as regards quantitative results.

Library science has made great strides, being systematically taught in many schools and fostered by a large quantity of courses and short courses. Some authors of Latin-American origin stand out, whose research and studies extend beyond the regional compass.

The number of libraries has shown constant growth. Public libraries are gradually spreading to all countries, and university, school and specialised libraries of various kinds are on the increase. Library and librarians' associations at the national and, in some cases, regional level, are growing in number.

Many national and regional meetings have been held where the subjects dealt with in depth included staff, training and professional status questions.

Considerable assistance is being received from international and regional bodies and institutions. From the beginning, Unesco has interested itself in libraries - in the early days much more than in archives. The OAS made libraries almost its preferential interest, particularly through the Inter-American Librarianship School at Medellin, Colombia from 1957 on and throughout the 1960s.

The International Federation of Library Associations and Institutions set up its Latin-American Commission well before the formation of ALA. Recognition for librarians has become universal in all milieux because they have direct contact with readers, from the youngest to the oldest and from those who can only just spell to those of eminence in culture, science, technology, the arts, politics, and so on.

1.8 The origins of the documentalist and information specialist professions in Latin America are of recent date and are connected with the installation of documentation and information centres. These, in their turn, developed primarily as a consequence of the scientific and technological progress stimulated by the trends in the socio-economic development planning for the Latin-American countries, the latter being regarded either as part of the developing world or as underdeveloped countries, by comparison with those countries that consider themselves developed, especially in terms of their industrial and economic power.

In the 1960s and 1970s, institutions were set up in all the countries in this region, generally linked together, formally or otherwise, in national information systems whose networks basically cover scientific, technological and specialised fields: industry, agriculture, trade, health, education, etc.

Although of recent date, documentary or information institutions had, from the start, the necessary momentum owing to their close links with socio-economic progress stimulated by governments putting systematic development planning into effect and supported by private interests in industry, trade, etc., at the national level. Help has also come from international and regional organizations and institutions, especially those of the United Nations, e.g. UNDP and Unesco with its General Information Programme, and various specialised bodies. The Organization of American States has its Regional Scientific and Technological Development Programme. Non-governmental organizations like the International Federation for Documentation with its Latin American Commission, etc., and some agencies of the United States of America are concerned with information systems. All this results in regional congresses, Latin American seminars, general assemblies and so forth.

Reference works on information subjects are disseminated in large quantities, written or translated into Spanish and Portuguese.

Since the work of the documentalist is, in various ways, much more similar to that of the librarian than to that of the archivist, the profession of the documentalist or information specialist was, at the start, closely related to the librarian's amd their training was based on librarian training plus specific information subjects, though the tendency now is to develop specific graduate courses, still in the initial stages of development.

Documentalists quickly obtained social, governmental and economic recognition because of the nature of the profession, which is practical and serves concrete or even utilitarian purposes because information is one of the fundamental bases of progress - we live in what is often called the information age. Compared with archives which, in their administrative purposes, face inwards within the bodies where they originate, or towards the past in the case of historical archives, and compared with libraries with their thematically, geographically and chronologically unlimited potential, which face outwards towards their readers, documentalists satisfy the needs of here and now, even when it is a question of dipping into the past of planning or projecting into the future.

2. LIBRARIES AND NATIONAL ARCHIVES

2.1 Some national Libraries date back to the very beginnings of the independence movements, some were set up during the struggle for independence, some came later. A number have their roots in the libraries established in the colonial period under other names and kept in operation and enlarged after independence was won.

The foundation dates of the Latin American libraries, as given in the ALA World Encyclopedia, are as follows:

Argentina. National Library, Buenos Aires, 1810:

Bolivia. National Library, Sucre, 1821:

Brazil. Royal Library, established in 1810, called Royal and Public Library in 1825 and National Library in 1878, Rio de Janeiro

Chile. National Library, 1813. Santiago.

Colombia. The National Library has its roots in the colonial period, having been founded in 1777. It is in Bogota.

Costa Rica. National Library, San José, foundation date missing.

Cuba. 'José Marti' National Library, 1901, Havana

Dominican Republic. National Library, 1971, Santo Domingo (the first public library was opened in 1860).

El Salvador. National Library, 1870, San Salvador.

Ecuador. Quito Library, 1792.

Guatemala. National Library, 1879, Guatemala City.

Honduras. National Library, 1880, Tegucigalpa.

Mexico. National Library of Mexico, 1867.

Nicaragua. National Library, Managua, 1882.

Panama. Municipal Library, 1892, National Library. 1942. Place missing.

Paraguay. National Library, set up in 1869 under the name Municipal Library. Place missing.

Peru. National Library, Lima, 1821.

Uruguay. The National Library, opened in 1816, was soon destroyed and re-opened in 1838 in Montevideo.

Venezuela. The National Library, set up in 1833, has been functioning as the Autonomous National Library and Library Services Institute since 1877.

The dates of the definitive setting up of national archives, sometimes following a long past history and earlier attempts, are as follows:

Argentina. In 1821, the General Archives of the Province of Buenos Aires were set up which, in spite of the provincial name, were real national archives. The institution was formally nationalized in 1884 as General Archives of the Nation.

Bolivia. National Archives, 1884.

Brazil. National Archives, 1838;

Chile. National Historical Archives, 1925, National Archives since 1927.

Colombia. National Archives, 1868.

Costa Rica. National Archives, 1881.

Cuba. General Archives of the Isle of Cuba, 1856.

Dominican Republic. General Archives of the Nation, 1844, reorganized in 1935.

El Salvador. General Archives of the Nation set up by Decree in 1948 but actually founded in 1963.

Ecuador. National History Archives, 1938, now National Archives.

Guatemala. General Archives of the Nation, 1937 but now called General Archives of Central America.

Haiti. National Archives. 1860.

Honduras. National Archives, 1880.

Mexico. General Archives of the Nation, 1823 (the first in Latin America to be set up under this name).

Nicaragua. National Archives, 1896.

Panama. National Archives, 1912 (earlier attempts in 1861).

Peru. General Archives of the Nation, 1923, (attempts at forming National Archives made in 1861).

Puerto Rico. General Archives of Puerto Rico, 1955.

Uruguay. General Archives of the Nation, 1926.

Venezuela. General Archives of the Nation, 1914.

A comparison between the dates when National Libraries and National Archives were set up shows that the libraries, in general were considerably earlier. Two have their roots in the colonial period and others began to be set up as national public libraries or municipal libraries and were converted later into national libraries and open to the public in the early years of the fight for independence: four between 1810 and 1820, two in 1821, one in 1833, three between 1860 and 1870, two between 1880 and 1882 and one in 1892.

2.2 National Archives, open to the public for consultation, are of a later date. The first, under the name of Provincial Archives, was opened in 1821, and the first to be called National in 1823. Three followed in 1838, 1844 and 1856, four between 1860 and 1870, two in 1880 and 1881 and seven had to wait for the twentieth century for their definitive institutional foundation, the last dating from 1963.

This disparity speaks for itself as regards the preference given to libraries.

3. TRAINING AND QUALIFICATION

3.1 Schools and faculties for libraries and documentalists

In Latin America there are currently several dozen schools and faculties for the systematic, academic training of libraries which in their turn give rise to the training of documentalists.

I have no statistics about the present situation on schools for librarians because the bibliography at my command does not list them. The information given

below is based on that collected by the publications of the Bibliographical Institute of the National University of Buenos Aires relating to 1972/1973 for Argentina and 1977/1978 for the rest of Latin America. This Institute is currently preparing an updated report. Some other bibliographical sources were also used.

The information given is in alphabetical order of countries.

Argentina: Number of schools: 13, 4 in Buenos Aires, 2 in La Plata and Santa Fe and 1 in Cordoba, Posadas, Resistencia, Rosario and San Juan. Of these, 7 are branches of universities and 6 belong to other institutions. Dates of foundation are as follows: 1922, 1934, 1937, 1948 (2 schools), 1949, 1952, 1956, 1957, 1961, 1964, 1974, 1979.

Degrees conferred and length of courses: Bachelor's degree in library science, 1 school (5-year course); Bachelor's degree in documentation, 1 (5 years); Bachelor's degree in library science and documentation, 1 (3 years); Professor of library science, 1 (5 years); Professor of Documentation, 1 (5 years). In other schools, a librarian's diploma is given after 4 or 3 years of study. One school gives a librarian/documentalist's diploma after 3 years and three schools have an Assistant Librarian course, one of 1 year and two of 2 years' duration.

Bolivia. One school in La Paz, opened in 1974, Bachelor's degree, 4-year course.

Brazil. A total of 28 schools in the Federal States: 8 in Sao Paulo, 3 each in Rio de Janeiro and Minas Gerais, 2 each in Paraná, Río Grande do Sul and Santa Catalina and 1 in Amazonas, Bahía, Brasilia, Ceará, Espíritu Santo, Pará, Paraiba and Pernambuco.

Twenty-four branches in universities and four in other institutions.

Dates of foundation: 1910, 1942, 1945, 1947, 1950 (2 schools), 1952, 1957, 1959, 1963 (2), 1964, 1966, 1967 (2), 1969, 1972 (2), 1973, 1974 (3), 1975 (2), 1976 and 1977 (2).

Chile. One university-level school in Santiago de Chile, set up in 1949, offers a librarian degree (4-year) course, and a 1-year postgraduate course

Colombia. Three schools, 2 in Bogota, 1 in Medellin, all coming under universities.

Dates of foundation: 1956 (Inter-American School of Library Science), 1971 (School of Library Science and Archivology), 1973, Degrees: Bachelor's degree in library science, one school offering a four-year course and one school, a five-year course; Bachelor's degree in library science and archivology, one school with a four-year course. The Inter-American School issues publications and organizes two-year postgraduate courses.

Figure 1

LIBRARY SCHOOLS

YEAR FOUNDED (1910-1978)

Country	10	22	34	37	40 41	42 43	44 45	46 47	48 49	50 51	52 53	54 55	56 57	58 59	60 61	62 63	64 65	66 67	68 69	70 71	72 73	74 75	76 77	78	
Argentina		1	1	1					3		1		2		1		1					1		1	
Bolivia																						1			
Brazil	1					1	1	1		2	1		1	1		2	1	3	1		3	5	3		
Chile									1																
Colombia													1							1	1				
Costa Rica																			1						
Cuba																									
Dominican Republic																									
Ecuador																									1
El Salvador																					1				
Guatemala									1																
Haiti																									
Honduras																									
Mexico							1																	2	
Nicaragua																						1			
Panama					1																				
Paraguay																				1					
Peru						1																			
Urugay							1																		
Venezuela									1							1									

Figure 2

ARCHIVIST SCHOOLS

YEAR FOUNDED

Country	1945	1956	1959	1966	1973	1977	1979	1983
Argentina			1					
Bolivia						2	1	
Brazil								
Chile								
Colombia					1			
Costa Rica						1		
Cuba								
Dominican Republic								
Ecuador								
El Salvador				1				
Guatemala								
Haiti								
Honduras								
Mexico	1							
Nicaragua								
Panama								
Paraguay								
Peru								
Uruguay								1
Venezuela		1						

Costa Rica One university-level school in San José, set up in 1968, offers a three-year degree course and a Bachelor's degree course in library science and information science lasting four and a half years. There is another university-level school in Heredia.

El Salvador One university-level school in San Salvador, set up in 1973, diploma: Specialist Librarian (three years);

Ecuador One university-level school in Guayaquil.

Guatemala One university-level school in Guatemala, set up in 1948.

Diplomas: Assistant Librarian, School Librarian, General Librarian, Bachelor's degree in Library Science.

Mexico Six schools - two in Mexico City: one, a university-level school and the other coming under the Ministry of Education (National School for Library Science and Archivology) set up in 1945 with a four-year technical diploma in library science and archivology. The university-level school is in the College of Library Science, Mexico, set up in 1956. It runs four-year Bachelor's degree courses in library science and a postgraduate Master's degree in library science. The other four are university-level schools in Guadalajara (set up in 1970 and offering a four-year Bachelor's degree course in library science), Guajanato, Monterrey and San Luis Potosí all founded very recently.

Nicaragua One university-level school in Managua, set up in 1975. Diploma: Bachelor's degree in philosophy and arts, with specialization in library science, five years.

Panama: One university-level school in Panama, set up in 1941. Diploma: Bachelor's degree in philosophy and arts, with specialisation in library science, four years. Graduates can opt for professorship.

Paraguay One university-level school in Asunción, set up in 1971. Three-year Bachelor's degree course in library science.

Peru Two schools, one coming under the National Institute of Culture, in Lima, set up in 1943. Diploma: Librarian, four-year course. The other is a university-level school in Lima.

Uruguay. One university-level school set up in 1945. Diploma: Librarian, three-year course.

Venezuela Two university-level schools: the School of Library Science and Archivology in Caracas, set up in 1948, diploma: Bachelor's degree in library science or archivology (five-year course). The other is in Maracaibo, set up in 1962. Diploma: Bachelor of Arts, specialization library science, four-year course.

A survey carried out by OAS library science specialists logged 67 library science schools (51 at university level) in 19 Latin American countries in 1978; These figures are probably inaccurate because certain schools did not reply to the survey questionnaire sent to them.

The number of training courses is very large. Special mention should be made of those given systematically by the Medellin Inter-American School of Library Science whose full course and short courses are attended by many thousands. Then there is the librarian and documentalist department of the National University of Buenos Aires whose mobile audio-visual course of library science, set up under an agreement with Unesco, has been travelling round the Latin American countries since 1969. Some figures in a report for 1962-1963 may serve as a guide. In that year, degree courses and others in library science totalled 45 permanent and 132 seasonal courses attended by 2,362 students.

For documentalists, apart from the schools for librarians already referred to that offer degree courses in documentation, there was, in 1978, a school in the Brazilian Institute for Scientific and Technological Information, São Paulo, offering a Master's degree in Information Science, as does a school for librarians in Rio de Janeiro.

It has not been possible to determine the exact number of graduates from such schools. One relevant item of information is that the College of Librarians in Chile had 1,213 graduate librarians from the university schools of Library science on its books in 1978.

Clearly, several thousand graduates and trained assistant librarians have successfully completed courses at these schools. It may be that, in some countries, there is a lack of librarians and a need for new schools, especially in areas away from training centres, but in general the problem of professional and auxiliary staff is fairly adequately solved by comparison with the situation of documentalists and archivists.

According to a reliable source, training for documentalists and information science specialists was still inadequate in 1980. There were only two university faculties awarding qualifying degrees in Brazil. Courses on information science are given in various library schools but these are wide-ranging and general in nature and would not appear to meet qualitative and quantitative specialized staff requirements. Some specialists have been trained abroad, mainly in the United States and the United Kingdom.

The problems are related to the scarcity of financial resources for the development of training facilities, the shortage of technical services and laboratories and the lack of planning and study programmes development, but the most serious problem is the lack of competent teaching staff. The most crucial factor in the information services is that of human resources, but it is also, and to the same extent, the most neglected factor. The Latin American Association of Library and Information Science Schools is concerned about this educational problem.

3.2 Archivist schools and faculties

At the moment the following archivist schools or faculites are in existence.

Argentina School for Archivists, Cordoba, set up in 1959, university level, three-year course, degree: Archivist; also provides one-year courses for administrative or historical archive assistants.

Brazil Archives faculties in the universities of: Rio de Janeiro, set up in 1977, four-year courses leading to the 'Bacharel' equivalent to a Bachelor's degree (this faculty has absorbed the permanent archives course which used to be given annually in the National Archives of Brazil); Santa Maria (State of Rio de Janeiro), set up in 1979.

Colombia School of Library Science and Archivology, Bogota, university level, set up in 1973, four-year courses, Bachelor's degree in Library Science and Archivology.

Costa Rica The university archivist faculty was set up in 1977 at San José, two-year course.

El Salvador Salvadoran School of Archivology, San Salvador, comes under the General Association of Archivists of El Salvador, set up in 1966 and now called Higher School of Documents and Archives Administration, two-year course, degree: Archivist.

Mexico National School of Library Economy and Archives Economy (ENBA), Mexico, comes under the Public Education Secretariat, set up in 1945 under the name of National School for Librarians and Archivists up to 1966, four-year courses for a Master's degree in archives economy, two-year course for Archivist Technician. Up to 1959, much assistance was given for entering and following secondary education but in 1959 the help was restricted to the graduate courses in library and archives economy. The Bachelor's degree course in archives economy at the Autonomous National University of Mexico was short-lived, being dropped for lack of students.

Uruguay The Archivology faculty at the University School for Library and Related Sciences, Montevideo, was set up in 1983.

Venezuela School of Library Science and Archivology, Caracas, university level, founded in 1948 as School of Library Economy, courses extended to include archivology in 1956, with a five-year study programme, degree: Bachelor's degree in archivology.

The archivology specialisation at the University of Zulia, Maracaibo, was short-lived, being dropped for lack of students.

Summing up, there are 5 university schools awarding professional qualifications equivalent to a Master's or Bachelor's degree in archivology, one giving a Bachelor's degree covering both Library Science and Archivology, one non-university national school giving a Master's degree (but which is more or less equivalent to the Bachelor's degree), two university schools at higher education level and one non-university school at this same level.

In all, 10 university or higher education faculties for archivists.

The dates they were set up are: 1945, 1956, 1959, 1966, 1973, 1977 (three), 1979 and 1983.

Three faculties are jointly administered with the librarian faculties in the same schools and seven are separate.

3.3 A comparison between librarian and archivist schools or faculties in terms of age and number gives the former a very big lead. The first archivology faculty opened in Mexico in 1945 - and inadequately at that - but 11 library science faculties were already in operation. In 1956 the archives economy faculty opened in what was up to then called the School of Library Economy in Caracas (Venezuela). This makes two archives faculties compared with 24 for librarians. In 1959 the School for Archivists in Cordoba, Argentina was set up and the figures then were 3 for archivists and 26 for librarians. El Salvador opened its archivology school in 1966,

making the ratio 4 to 33. A faculty for archivists started up in 1973 in Bogota, Colombia, making the score 5 to 44. In 1979, the very unfavourable ratio for archivists improved when there were 9 faculties. No reliable figures are available for the current year, but the number of archivist schools is certainly several times below that of those for library science.

No exact figures are available for librarians and archivists graduating from the schools. Clearly, the number of librarians is far greater than that of archivists, even in schools that train both librarians and archivists together. In Venezuela, for example, out of the 640 students that had graduated up to 1977 from the library science and archivology faculties in Caracas, including those from Maracaibo, 582 were librarians and 58 archivists.

In the 10 years that the Colombian school - where the course is mixed and a common qualification awarded - has existed, about 100 of the 160 graduates obtained jobs in libraries, 40 in archives and 20 in documentation centres.

Only 8 countries have archivist schools which, in general, do not meet the needs for qualified staff, except in El Salvador where these needs are met to a large extent, and Costa Rica where the problem is on the way to being solved. In the larger countries - geographically and in terms of population - the influence of the schools is restricted more to the urban centres where they operate. In Argentina, the centre is not in the capital city but in Cordoba and it hardly meets local requirements without any real possibility, mainly for economic reasons, of covering the needs of the whole country.

Since most countries still do not have their own schools, there are, in some, concrete programmes for setting them up. There are two projects in Peru, for example, and one in Chile. In Panama, the proposed establishment of an inter-American school has been under discussion for several years.

3.4 As a provisional solution, all these countries have systematic, periodical or occasional training courses or short courses organized with varying frequency and varying content.

Considerable service is rendered by two inter-American archives training courses, both of them annual, under the patronage and with the economic help of the OAS, which gives them special importance. One of these courses is run at the Inter-American Centre for Archives Development in the Archivists School of the National University of Cordoba, Argentina, lasting six months, and the other in the Centre for Librarian and Documentalist Studies, which comes under the Assistant Director-General for Archives, Madrid, Spain and lasts four months. The Madrid courses began in 1973 and those in Cordoba in 1974. The OAS awards an average of 10 to 15 annual scholarships for each course but archives employees and candidates without fellowships are also admitted to these courses.

Enrolment for the Madrid courses between 1973 and 1983 was as follows:

Argentina: 19 persons; Bolivia: 14; Brazil: 15; Colombia: 9; Costa Rica: 11; Chile: 11; Ecuador: 12; El Salvador: 4; United States: 1; Guatemala: 1; Haiti: 2; Honduras: 2; Mexico: 12; Nicaragua: 5; Panama: 4; Paraguay: 5; Peru: 25; the Dominican Republic: 4; Uruguay: 3; and Venezuela: 8. The figures for students attending the Cordoba courses between 1974 and 1983 were as follows: Argentina: 15; Bolivia: 16; Brazil: 10; Colombia: 9; Costa Rica: 11; Chile: 7; Ecuador: 8; El Salvador: 11; Guatemala: 4; Haiti: 5; Honduras: 5; Mexico: 8; Nicaragua: 2; Panama: 6; Paraguay: 7; Peru: 14; Puerto Rico: 1; the Dominican Republic: 4; Uruguay: 4; and Venezuela: 5.

Altogether 167 persons graduated from Madrid courses and 152 from Cordoba, making a total of 319 archivists. Although no diploma is awarded, the training given is recognized. In some 10 or more Latin American countries, these courses are the main preparation undergone by archives officials and employees.

3.5 The problem of organizing and running archivists schools are more serious than those encountered in the case of library schools because the latter have more factors in common, especially as regards study programmes, teacher training possibilities, research, etc.

There are considerable differences in the academic archives training systems which come out clearly in a comparison of the organization and operation of the schools and faculties in the 8 countries where they exist.

There are differences related to the institutions where they operate. In the ENBA in Mexico, the library science and archivology faculties are combined but separate degrees awarded. It is not a university school but comes under the National Education Secretariat. In Caracas, the situation is similar, with two separate faculties, but the school is a university institution. Bogota is a university school, but the two faculties are not separate. In Brazil, the faculties are within the university system, and distinct from other faculties. Cordoba's is a university school separate from other schools and that of El Salvador is a separate, but non-university, school maintained by the Archivists' Association. Costa Rica has a university school and that of Uruguay shares some subjects with the librarians curriculum but is separate as regards others. There are also differences in diplomas: Mexico offers a professional teacher's degree and an assistant technician's certificate; Caracas a Bachelor's degree in archivology; Bogota a single Bachelor's degree covering library science and archivology; Brazil a Bachelor's degree; Cordoba a technical archivist diploma, and San Salvador a non-university archivist diploma.

There are differences in course length: Mexico, 5 years (2 for technicians), Caracas, 5 (based on a specific number of credits), Bogota, 4, Brazil, 3-4 (number of credits), Cordoba, 3 and Montevideo, 2. There are considerable differences in study programmes and curricula, there being no co-ordination, harmonization or approval system. Each school has its own curricula. There are differences in the quantity and quality of subjects that can be called specifically archival: methods applied to archives, subjects related to history, administration, library science and documentation, those of a cultural nature, and the various types of supplementary subjects. There is a veritable jungle of programmes and contents.

There are differences in student access, which depends on the systems for entry into the various institutes governed by the educational legislation of each country concerned.

There are differences in teaching staff, their professional categories, time devoted to teaching, opportunities for training and time spent on research.

There are differences in teaching systems, which range from the traditional to the most modern.

There are differences in the quality of buildings, premises, laboratories and workshops and equipment, and in libraries.

Figure 3

INTER-AMERICAN ARCHIVES TRAINING COURSE

Country \ Place / Year	Cordoba 1974-83	Madrid 1973-83	Total
Argentina	15	19	34
Bolivia	16	14	30
Brazil	10	15	25
Chile	7	11	18
Colombia	9	9	18
Costa Rica	11	11	22
Dominican Republic	4	4	8
Ecuador	8	12	20
El Salvador	11	4	15
Guatemala	4	1	5
Haiti	5	2	7
Honduras	5	2	7
Mexico	8	12	20
Nicaragua	2	5	7
Panama	6	4	10
Paraguay	7	5	12
Peru	14	25	39
Puerto Rico	1		1
United States of America		1	1
Uruguay	4	3	7
Venezuela	5	8	13
Total	152	167	319

4. STAFF CATEGORIES

Archives staff

4.1 In this study, archives staff means those in management and other posts that may clearly be called archival, namely those concerned with the collection, organization, ordering and classification, description, selection and servicing of documents. It does not include technical staff in laboratories and workshops nor purely office staff such as those doing secretarial work and accountancy, nor maintenance staff.

Two categories are considered under the heading of archives staff: professional staff that have completed a university course with a Bachelor's (or teacher's) degree or the equivalent or a higher education certificate, and assistants who are those who have completed their secondary education as well as studies at the higher education level.

The professional staff divide into three types:

1. Non-archival graduates, e.g. those with Bachelor's or Doctor's degrees in history and related disciplines (sociology and anthropology) in law (lawyers and notaries) and in other professions, and librarians.

2. Those covered by 1. above that have also followed some archival training, e.g. short archivist diploma courses and other courses and short courses of recognized value.

3. Professionals from university archives faculties with degrees in archivology are called, in some countries, archivologists. Archivists having attended higher-level archives courses of 3 to 4 years' duration are accepted in this category.

Archives assistant staff include:

1. Those who have completed their secondary education, even if some of the staff working in archives have not done so.

2. Those who have followed non-archives courses at the higher education level

3. Those under 1. and 2. who have also done archives training courses and short courses, e.g. the inter-American courses at Cordoba and Madrid.

4. Archivists having attended non-academic archivist courses of short duration at the higher education level.

4.2 In terms of the above classification, the National Archives currently employ the following numbers of staff.

University archives degree: only Mexico with 27.

Other university degrees: Argentina, 3; Colombia, 3; Costa Rica, 5; Chile, 4; Honduras, 1; Mexico, 155; Nicaragua, 2; Peru, 24; (including 7 who did not complete their studies).

Figure 4

CATEGORIES OF NATIONAL ARCHIVES STAFF

Country	1	2	3	4	5	6	7	8	9	10
Argentina		3	1	1	6	5	8	2	2	1
Bolivia										
Brazil			8		3		32	13		
Chile		4	1		1	2	9	3	3	3
Colombia		3	6					1	2	1
Costa Rica		5		10				10	-1	5-
Cuba										
Dominican Republic										
El Salvador				14	1	1			1	2
Guatemala									1	1
Haiti										
Honduras		1	1				7		1	
Mexico	27	155	6	86	8		34		1	3
Nicaragua		2	1		2	1	1	1	1	1
Panama										
Paraguay										
Peru		24			-2	1-	21		9	14
Uruguay										
Venezuela										

1. Professionals with an archives degree
2. Professionals with other degrees
3. Professionals with other degrees and some archives training
4. Higher education with an archives diploma
5. Higher education with diplomas in other subjects
6. Higher education in other subjects with some archives training
7. Secondary education (intermediate)
8. Secondary education (intermediate) with some archives training
9. Staff who have attended the Cordoba archives training courses
10. Staff who have attended the Madrid archives training courses

Other university degrees with some archives training: Argentina, 1, Brazil, 8; Chile, 1; Colombia, 6; Honduras, 1; Mexico, 6; and Nicaragua, 1.

Higher education archives diploma: Argentina, 1; Costa Rica, 10; El Salvador, 14; Mexico, 86.

Higher education diploma in other subjects: Argentina, 6; Brazil, 3; Chile, 1; El Salvador, 1; Mexico, 8; Nicaragua, 2; and Peru, 21 (7 did not complete their education).

Higher education diploma in other subjects plus some archives training: Argentina, 5; Chile, 2; El Salvador, 1; Nicaragua, 1.

Secondary education diploma: Argentina, 8; Brazil, 32; Chile, 9; Honduras, 7; Mexico, 34; Nicaragua, 1 and Peru, 21 (2 did not complete).

Secondary education diploma with some archives training: Argentina, 2; Chile, 3; Colombia, 2; Costa Rica, 10 and Nicaragua, 1.

Cordoba courses: Argentina, 2; Chile, 3; Colombia, 2; El Salvador, 1; Honduras, 1; Guatemala, 1; Mexico, 1; Nicaragua, 1; Peru, 9 and Costa Rica, 15.

Madrid courses: Argentina, 1; Madrid, 1; Chile, 3; El Salvador, 2; Peru, 14 and Costa Rica, 15.

4.3 The answers to the questionnaire show considerable variations in archives staff categories, structures and designations.

Argentina: senior archivist, archivist, archives assistant, auxiliary, and archives technician (medium level).

Brazil: distinctions are made among archivists' activities (high level).

Costa Rica: engineer 1, 2 and 3 and professional engineer (specialising in archives).

El Salvador: first and second class officials - in a hierarchical structure based on experience in their specialities and work assigned.

Guatemala: no special category. New arrivals are taken on as clerks.

Mexico: head of historical archives office, head of historical archives section, historical archivist, assistant historical archivist, analyst, assistant analyst, assistant engineer.

Dominican Republic: heads of departments, assistants.

Archives staff are equated with public administration personnel, academic qualifications being recognized for the higher categories. These categories include, in particular, the heads of the national archives. At the moment the persons occupying these posts include two with Doctor's degrees in history, six with Bachelor's degrees in history, one history professor, two with Doctor's degrees in law, two with Bachelor's degrees in law, one with a Doctor's degree in political science, one with a Doctor's degree in anthropology, one with a Bachelor's degree in social science, one with a Bachelor's degree in public administration and one archivist (higher, non-university level). A significant fact is that, up to now, no one with an archives degree has been head of any country's national archives.

4.4 As regards the functions of archives staff and the work they do, it is necessary to consider their duties and responsibilities as set out in the provisions of such regulations and legislation as exist in this connection.

The issues of the review Archivum, published by the International Council on Archives, contain the texts of the relevant legislation but not the articles concerned with the subject.

The heads of National Archives who were sent the questionnaire were asked to send in copies of the relevant legislative texts but only one was received. In answer to the question whether regulations existed on rights and duties, affirmative answers were given by Argentina, Costa Rica, Panama and the Dominican Republic.

In El Salvador relevant measures are being taken.

No specific legislation exists in either Brazil, Colombia, Guatemala, Honduras, Mexico or Peru.

In Uruguay regulations governing archives staff are the same as those applied to the public administration staff and this would also seem to be true of other countries where no specific provision is made for such staff.

In Costa Rica there are regulations concerning auxiliary archives staff.

Various regulations governing the National Archives in general set out the duties of managerial, supervisory and auxiliary staff.

In countries where there are no specific legislation or regulations, the general rules governing the public administration staff apply.

This variety and diversity in legal rules affects the organization of archives where, to a large extent, traditional and distinctly administrative methods are applied empirically to the concrete and variable needs of archives, so that methods used are often obsolete and modern principles and techniques largely ignored.

4.5 In the libraries, duties and responsibilities of the supervisory and auxiliary staff are much more uniform and harmonized because of the development of library science which as early as the last century entailed the improvement of library organization systems. These, in general terms, determined the duties to be performed by librarians. The rules were extended to newspaper libraries and all this progress has been systematically taught for decades past in library schools and library science courses.

Documentalists, for their part, come under the regulations governing library cataloguing and classification. In their turn, the technical methods used by the social communication media, in particular the press, radio and television, and the communication of text, image and sound via the telephone, telegraph, telex, etc. as well as computer processing, by the very nature of their technology determine the methods to be used for collecting or acquiring data, and the system for the latter's classification, cataloguing and servicing, to which the duties and tasks of staff in documentation or information centres are geared.

The legislation, where it exists, takes into account these processes, which are closely bound up with the nature of libraries and documentation centres and essentially shaped by the nature of their basic functions.

5. APPOINTMENT, PROMOTION, DEPARTURE AND STABILITY OF ARCHIVISTS

1. Answers to the questionnaire sent to the heads of the National Archives yielded the following information about the appointment of staff:

By decree of the higher authorities: Argentina, Chile, Guatemala and the Dominican Republic.

By competitive examination: Brazil, Costa Rica, Nicaragua, Peru and Uruguay.

Other methods: Colombia by higher decision, El Salvador on the proposal of the Management of the National Archives, taking ability into account, and Mexico by the higher authorities for positions of trust and by staff roster for the others.

2. Promotion is based on:

years of service in Brazil, Chile, Colombia, Panama and Uruguay;
competitive examination in Costa Rica;
efficiency in Argentina, Brazil, Chile, Colombia, Nicaragua and the Dominican Republic;
ability in El Salvador and Guatemala;
efficiency and actions taken for professional self-improvement in Peru;
qualifications meeting the needs of the service in Chile and
the combination of years of service and efficiency in Mexico.

3. Archivists leave their jobs:

for legal reasons in Chile;
for disciplinary reasons in Argentina, Chile and Nicaragua:
to get better working conditions in Argentina, Chile, Colombia and Guatemala;
to obtain better economic conditions in Argentina, Chile, Guatemala and Mexico;

staff may leave in Nicaragua to find new positions more in keeping with their professional training;
staff of the General Archives of the Nation in Peru rarely leave but, if so, it is for the opportunity to improve their qualifications and career and to obtain a higher salary.

4. Archives staff have job stability in Chile, Costa Rica, Guatemala, Mexico, Nicaragua, Peru and the Dominican Republic but not in Argentina and Panama.

In Argentina and El Salvador they are transferred to other branches of the public administration.

5. A few words are also called for about the stability of the heads of the National Archives - the highest ranks. Being fairly senior officials in the public administration, their jobs depend on fluctuations in political and ideological leadership in some countries but are not so affected in others. Typical examples are Venezuela and Bolivia, where there have been no changes in the occupant of the post over the last 25 years, whereas in Argentina there have been 7.

Changes for political reasons are not reported in Peru and Costa Rica but may be found in Chile, Colombia, Guatemala and Nicaragua.

6. REMUNERATION

1. The question of remuneration for archives work is one of the most important features of the status of Latin-American archivists. Earnings by staff in the National Archives and archives of other authorities are governed by the scales for employees in the public administration. Answers in these terms were given by Argentina, Brazil, Chile, Colombia, Costa Rica, El Salvador, Guatemala, Honduras, Mexico, Peru, the Dominican Republic and Uruguay. Earnings therefore depend on the position on the scale given to archivists in the staff structure chart for government bodies. Supervisory staff (heads, heads of sections, etc.) come into the higher categories, depending on the position given to archives.

It is fairly common for archivists to occupy a relatively low position for lack of awareness on the part of the higher authorities of the importance of their functions.

2. Replies to the questionnaire indicating that remuneration is insufficient came from Brazil, Chile, Colombia, El Salvador, Guatemala, Honduras, Mexico, Panama, Peru and the Dominican Republic. It is average in Nicaragua and at the limits of the acceptable in Costa Rica.

During the last 5 years, 5 archivists gave up their jobs for economic reasons in El Salvador, 6 in Guatemala, 135 in Mexico and 12 in the Dominican Republic. In Argentina and Costa Rica the remuneration of staff in the National Archives is somewhat better than in the other public archives. In Peru, archives staff not working in the General Archives of the Nation have less access to training and earn less than the other professions. The level of the supervisory structure is among the lowest in the public administration. It would seem that Peru is not the only case in this respect.

Affirmative answers to the question of whether the salaries of trained archives staff are the same as those for librarians and documentalists came from Argentina, Brazil, Chile, Costa Rica, Guatemala, Honduras, Nicaragua, the Dominican Republic and Uruguay. They are lower in Colombia, Mexico and Panama and higher in El Salvador and Peru (that is, for the General Archives of the Nation).

3. Archivists come under the social security scheme, as national employees, in practically every country. Replies to this effect came from Argentina, Chile, Colombia, Costa Rica, Guatemala, Honduras, Mexico, Nicaragua, Panama, Peru, the Dominican Republic and Uruguay. A negative answer came from Brazil.

Some benefits are obtained by archivists through their union. Unions for archives staff exist in Chile, Colombia, Costa Rica, El Salvador and Mexico. Recognition of the Union of Workers in the General Archives of the Nation (excluding managerial levels) is being won in Peru. Archivists are included in other unions in Argentina (Union of Civilian Personnel of the Nation, with free affiliation), Honduras and the Dominican Republic (political party-type unions).

4. In some countries, National Archives management staff enjoy special privileges: car in Argentina, car and entertainment expenses in Guatemala and entertainment expenses in Panama. In Mexico there are certain privilages, not specified. There are none in Brazil, Chile, Honduras, Nicaragua, Peru or the Dominican Republic.

Maximum and minimum salaries of archives staff in the National Archives for March 1984 were as follows (expressed in US dollars):

	maximum	minimum
Argentina	1.000	320
Brazil	700	90
Chile	1.170	-
Costa Rica	960	110
El Salvador	300	-
Guatemala	395	234
Honduras	650	225
Mexico	2.450	1.800
Nicaragua	650	500
Panama	220	190
Peru	400	150
Dominican Republic	500	125

Colombia and Uruguay did not answer.

5. Economic factors are also reflected in the numbers of archives staff. In some countries, posts in the public administration are frozen or else vacancies are not filled for budgetary reasons and new posts, though necessary, are not created. Because of this unfavourable situation, there are staff shortages in many National Archives or General Archives of the Nation. The shortfall is 20 in Argentina, 60 in Brazil, 60 in Colombia, 10 in Costa Rica, 15 in Guatemala, 10 in Honduras, 35 in Mexico, 20 in Nicaragua, 20 in Panama, 25 in Peru and 7 in the Dominican Republic.

7. LEGAL RULES

1. The status of archivists largely depends on the legislation applying to archives and archives staff. General references to the Latin American archives legislation is therefore necessary, with emphasis on the regulations relating to staff questions. In view of the role of the National Archives, (which as one of the principal institutions of the country ranks at the highest level and often acts as leader in all matters concerning archival organization) information is given on legislation referring solely to the relevant National Archives, to archives of a national character or impact, or to the whole national archives system.

2. The relevant acts, decrees, etc. currently in force go back to different dates. Below, the relevant legislation, etc. is listed, based on the information received in answer to the questionnaire and on material published in the magazine '<u>Archivum</u>'.

Argentina: National Archives Act No. 15,930 of 10th November 1961.

Brazil: Presidential Decree No. 82,308 of 25th September 1978 setting up the National System of Archives.

Chile: Decree No. 5200 of 18th November 1929 on the creation of the General Directorate for Libraries, Archives and Museums. Decree of 12th October 1962 on the National Archives Regulation. Decree-law No. 9 of 1974.

Colombia: Decree of 19th April 1961 on the Organization of the National Library and Archives.

Costa Rica: Act of 10th January 1966 on the National Archives. Descriptive Manual of Public Administration Categories, 1982.

The Dominican Republic: Act No. 912 concerning the organization of the General Archives of the Nation of 24 May 1933, as modified by Act No. 1085 of 6th April 1936.

El Salvador: General Act on Wages (the head has to be an archivist).

Ecuador: Decree of 17th May 1938 regarding the functioning of the National History Museum and Archives, updated by the Act on the National System of Archives of 10th June 1982.

Guatemala: Decree of the Congress of the Republic No. 1768, 25th June 1968.

Haiti: Decree-law of 18th October 1968.

Mexico: General Archives of the Nation Regulation, April 1946.

Panama: Organic National Archives Act of 23rd January 1957.

Paraguay: Decree-law No. 10,756 of 28th March 1950, setting up the General Directorate for the Archives, Libraries and Museums of the Nation.

Peru: Legislative Decree No. 120 of 12th June 1981, setting up the General Archives of the Nation as a 'Decentralised Public Body' coming under the Judicial Sector.

Uruguay: Decree 295/1977. Regulation on the General Archives of the Nation by Decree of 26th December 1941.

Venezuela: National Archives Act of 16th July 1945.

3. According to the answers to the questionnaire, the managements of the National Archives come under the following higher authorities:

Argentina: Ministry of the Interior, Under-Secretary for Institutional Affairs.

Brazil: Ministry of Justice.

Chile: Ministry of Education, Directorate for Libraries, Archives and Museums.

Colombia: Colombian Cultural Institute, Assistant Director for the Cultural Heritage.

Costa Rica: Ministry of Culture.

Dominican Republic: Secretariat of State for the Interior and Police

El Salvador: Under-Secretariat for Culture, Youth and Sport, General Directorate for Culture.

Guatemala: Ministry of Education.

Mexico: Secretariat for the Interior.

Nicaragua: Ministry of Culture.

Panama: National Institute of Culture.

Paraguay: Ministry of Education, General Directorate for the Nation's Archives, Libraries and Museums.

Peru: Ministry of Justice

Uruguay: Ministry of Education.

Venezuela: Ministry of Justice.

4. Special importance attached to the National Archives Systems.

In December 1982, the Inter-American Centre for the Development of Archives sent out a questionnaire on National Archives Systems to the heads of the National Archives in the Latin-American countries. In September 1983, a further questionnaire was sent to those countries that had not replied to the first.

The following information is based on the replies to that survey.

Argentina: The management of the General Archives of the Nation produced a draft project for the creation of a National Archives System (SINAR) and submitted it to the legislative authority but to no avail.

Brazil: This is one of the countries with the most complete and concise legislation on archives.

The National Archives System (SINAR) was set up by Presidential Decree No. 82,308 of 25th September 1978 with the National Archives as the central body of the system.

Steps are being taken to establish archives systems in the Federal States. A Decree by the Governor of the State of Río Grande del Norte of 18th May 1978 set up a State Archives System and,by Decree dated 3rd July 1978, the Governor of the State of Para set up an Administrative Information System (SINAI) responsible for permanent and sectoral administrative archives.

Chile: The Management of the National Archives intends to promote measures aimed at establishing an archives system.

Costa Rica: The Management of the National Archives has submitted to the Legislative Assembly its draft 'General Act on National and Public Archives' which is equivalent to legal provision for the establishment of a national archives system.

The Dominican Republic: Does, in fact, have a National Archives System.

Ecuador: On 13th May 1982, the National Chamber of Representatives of the Legislative Power of Ecuador approved the National Archives System Act, the Constitutional President of the Republic signing the implementing decree on 10th June 1982.

El Salvador: There is a General Archives Directorate.

Guatemala: The Management of the General Archives of Central America is working on the formulation of a draft project for an archives system, and planning its submission to the legislature.

Mexico: This is another country in the region with full archival legislation. The National Archives System was set up, by implication, by the agreement signed by the President of the Republic on the General Archives of the Nation of 24th April 1980, whereby the Archives won their independence, being promoted to the category of a decentralised agency of the Home Office.

Nicaragua: The National Archives are part of the National Documentary Information System (SNID). It has organized the archives network. The project for the establishment of a National Archives System within the SNID was to have been approved by 1985.

Peru: A real system, though not under that name, was set up by Legislative Decree No. 120 of 12th June 1981, which promulgated the General Archives of the Nation Act, making the General Archives a decentralised public body under the Justice Sector. With this Decree and other legal provisions, Peru is one of the Latin-American countries which has a substantial body of archival legislation.

On the basis of the above Act, the President of the Republic promulgated Supreme Decree No. 007-82-JUS of 22nd January 1982 on the Regulation for the Organization and Functions of the General Archives of the Nation.

Venezuela: Venezuela was one of the first countries in the world to take the necessary political, administrative and financial decisions to set up its own National Information System proposed by Unesco in September 1974 under the acronym ANTIS. As early as November 1974, a Presidential Decree laid down that such a system should be established and this was legalised by Decree No. 2531 of 8th January 1978, with the setting up of the National System for Library and Humanistic, Scientific and Technological Information Services (SINASBI). Within the SINASBI, there is the Archives System and the Statistics and Data Processing System. The management of the General Archives of the Nation made approaches to the Legislative Chamber for the promulgation of an updated act on the organization of the General Archives as an independent body, but the proposed plan was not approved.

5. The following information about the legal provisions determining the duties and responsibilities of staff in the National Archives, or those of the public administration in general, was received in answer to the questionnaire sent to the heads of National Archives.

The existence of such provisions was noted in the replies from the following countries: Argentina, Brazil, with special reference to the National Archives Regulation promulgated by Portaria No. 600-B of 15th October 1975 of the Ministry

of Justice which lays down the powers and attributions of the Director-General, Directors, co-ordinators and heads of section; Costa Rica; the Dominican Republic; El Salvador, where measures are under way; Panama; and Uruguay, where the same rules apply as those governing staff of the public administration.

Colombia, Guatemala, Mexico and Peru did not list any legal provisions.

6. Within the legal provisions, the specific rules for archives staff are, of course, of fundamental importance to their status. The only Latin-American country to have brought out such rules is Brazil, where Act No. 6,546 of 4th July 1978 lays down regulations for the professions of Archivist and Archivist Engineer. Even so, the post of archivist is not included in the Federal Public Administration's job classification scheme.

7. There are some noteworthy shortcomings in the legal provisions of various countries. Some acts are obsolete and need updating. This is under way in various countries, or programmed for the short term, with the object of completely changing some articles or bringing them up to date and incorporating new concepts.

In these updating measures, the aim is to promote a global solution for archives - not just national archives but all public archives - by means of national archives systems.

Another major defect in the legislation is the partial non-implementation of legal provisions and regulations, even those that establish good and very useful rules for archival development. An analysis of such cases would give some surprising results. This is also true of the legal provisions concerning archives staff.

8. ASSOCIATIONS OF LIBRARIANS AND ARCHIVISTS

1. Associations of Librarians

According to the International Director of Associations of Librarians, Archivists and Information Science Specialists of 1983, and to additional information, the following professional associations are to be found in each of the following countries.

Argentine: Association of Libraries and Scientific and Technical Information Centres
Council of Libraries of the National Universities of Argentina
Council of Law Libraries
Association of Argentinian Biomedical Libraries
Associations of Librarians of the Cordoba, Chaco and Tucuman Provinces
Association of Graduate Librarians of the Republic of Argentina
Association of Professional Librarians, Rosario
Association of ex-Students of the National School of Librarians
Centre for Graduates of the Librarian School of Santa Fe
College of Librarians of the Buenos Aires Province

Bolivia: Bolivian Association of Librarians

Brazil: Brazilian Federation of Associations of Librarians, since 1959. It has 25 member associations. According to the ALA World Encyclopedia, there are 14 associations in Brazil.

Associations of Librarians of the Federal States of Parana, Minas Gerais, Distrito Federal, Sao Paulo (the latter established in 1938, the first in Brazil), Paraibo, Rio Grande do Sul and Salvador.
Brazilian Association of Graduates in Library Economy and Documentation.

Chile: Association of Librarians established in 1953. Replaced in 1969 by the College of Librarians of Chile.

Colombia: Colombian Association of Librarians, 1958

Costa Rica: College of Librarians of Costa Rica, 1971. Costa Rican Association of Librarians.

The Dominican Republic: Dominican Association of Librarians, established in 1974. Association of University Libraries, founded in 1978.

El Salvador: Association of Librarians of El Salvador, founded in 1947.

Guatemala: Library Science Association

Mexico: Association of Librarians of Higher Education and Research Institutes, established in 1957.
Mexican Association of Librarians, founded in 1954, has a number of regional affiliates.

Nicaragua: Association of University and Related Professional Librarians of Nicaragua, established in 1969.
Nicaraguan Association of Librarians. established in 1965.

Paraguay: Association of Librarians of Paraguay, founded in 1962. Association of University Librarians of Paraguay, founded in 1974.

Peru: Association of Libraries for the Integration of Socio-Economic Information
Association of Agricultural Libraries
Peruvian Association of Librarians
Association of National Library Employees.

Uruguay: Association of Librarians of Uruguay (1945-1973)
Association of Library and Related Specialists of Uruguay.

Venezuela: College of Library Scientists, Archivologists and Related Specialists of Caracas, established in 1952.
College of Library Scientists, Archivologists and Related Specialists of Maracaibo.

The following particulars of regional organizations of librarians and documentalists are based on information held by the Argentinian Centre for Scientific and Technological Information (CAICYT):

International Documentation Federation - Latin-American Commission (FID/CLA), Headquarters in Brasilia.
International Federation of Library Associations and Institutions - Latin-American Commission (IFLA/CLA), Headquarters in Bogota.
Latin-American Association of Library Science and Information Sciences (ALEBCI), Headquarters in Bogota.
Inter-American Association of Agricultural Librarians and Documentalists (IICA/CIDIA), Headquarters in Costa Rica.

2. Associations of Archivists

Argentina: Argentinian Archivists' Association, founded in 1968.

Bolivia: Bolivian Archivists' Association, founded in 1975.

Brazil: Association of Brazilian Archivists, set up in 1971.
Association of Archivology Graduates.
There is one other association of a regional nature: (ARA)

Chile: Chilean Association of Archivists, 1978.

Colombia: Colombian Association of Archivists, set up in 1973.

Costa Rica: Costa Rican Association of Archivists.

Ecuador: Ecuadorian Association of Document and Archive Administrators, 1960 (the Statutes date from 1976).

El Salvador: General Association of Archivists, 1960 (the Statutes date from 1963).
College of Salvadoran Archivists.

Haiti: Association of French-speaking Archivists, Librarians and Documentalists of the Caribbean.

Mexico: Association of Professional Archivists.
Mexican Society of Archivists, founded in 1955.

Nicaragua: Nicaraguan Association of Librarians and Related Professionals.

Peru: Peruvian Association of Archivists, founded in 1961.

Uruguay: Association of Library and Related Scientists of Uruguay.

Venezuela: Venezuelan Association of Archivists, founded in 1963.

At the regional level:

Latin-American Association of Archives, set up in 1976, regional branch member of the International Council on Archives.

Librarians' Associations are more numerous at both the national and international levels than archivists' associations. At the national level, in some countries documentalists are associated with libraries.

9. CONCLUSIONS

1. It has to be remembered, in everything that is said about the present state of archivists, that the study concerns some 20 countries of Spanish-American tradition (except for Brazil and Haiti) that have some common but other highly differing characteristics, not only in the governmental, political, cultural, social, military, religious and diplomatic fields, but also in their degree of scientific, technological, economic, agricultural, industrial and financial development and in the influence

exerted on them by other countries, particularly the United States of America and the European countries and those on other continents. There are also very great differences in surface areas and population.

Here, in summary form, are a few general conclusions.

Differences in the sources and nature of archives, libraries and documentation and information centres have led to the consequences that are to be observed at the present time.

2. A first point that needs making relates to general awareness, as reflected in the level of moral and material appreciation and support for the work of archivists, librarians and documentalists. In general, the archivist's profession is undervalued in social and government circles, whereas librarians and documentalists are esteemed more highly.

3. In the crucial field of training and qualification, librarians have considerable advantages over archivists. All, or practically all, Latin-American countries have at least one library science school or faculty: in 8 countries there are, at the present time, some 70 library faculties compared with only 10 for archivists. In general terms, the number of graduates is far higher for the former, running into several thousand, whilst archives graduates can be counted in hundreds. Documentalists can use the schools for librarians and the common basis the two professions share. In answer to the question about the training gap, Argentina, Brazil, Colombia, Honduras, Nicaragua, Panama and the Dominican Republic all said that it was considerable. The lack of training facilities is moderately felt in El Salvador, Guatemala and Peru but not at all in Costa Rica and Mexico.

Because of the lack of training facilities, recourse to other professions is necessary. One example will suffice. Nicaragua states that, because of the lack of a school for archivists, the archivists' posts are filled by sociologists, historians and economists, but there is some instability because such people take advantage of any opportunity to get into other professional sectors more closely related to their training. Some archives employ students in history and related sciences, but this is temporary, pending graduation and appointment in the professions concerned. In other words, archives staff are very mixed. For their part, libraries and documentation centres are fully supplied with graduates in library and partly documentation science.

Archivists do much to make up for the lack of training schools by organizing full-scale courses and short courses themselves. The most systematic are those of the CIDA in Cordoba and those in Madrid. Internal training is given to recruits to the National Archives in Argentina, Costa Rica, Chile (from time to time), El Salvador, Honduras, Nicaragua, Panama and the Dominican Republic. In Mexico it is not necessary, and none is organized in Colombia and Guatemala. Refresher courses are held in Brazil, Costa Rica, El Salvador, Guatemala, Mexico, Nicaragua and the Dominican Republic.

In the library field there are courses on general subjects but those on special subjects - for the different types of library and postgraduate courses - are more important. Brazil has courses on archival science at postgraduate level.

4. No answers were elicited to the question on professional charters for librarians and documentalists. Only Peru stated it had such a charter. In Argentina, steps were being taken. In the archivists field, only Brazil has clearcut regularions governing the profession. To my mind, with or without a charter, the profession of librarian and documentalist is better protected than that of archivist.

In the absence of a professional charter, a major role falls to general archival legislation which is very varied, diversified and largely obsolete and incomplete. Moves are being made to bring it up to date and especially to set up National Archives Systems - which already exist in some countries. Proposals for the harmonization of legal standards are in mind. In my view, the legal provisions concerning librarians are more homogeneous.

5. The archivists' associations lend some support to the profession. Generally speaking, their activity is not excessive. Some associations that had more drive in the past have put the break on. I consider the librarians to be more active, although there may be exceptions in some countries.

In the field of scientific and technological research, librarians have more resources, both in terms of training facilities and of the availability of research institutes.

6. The remunerations of qualified staff are fairly similar, in general, for librarians and archivists. Even so, it would seem that the jobs in many administrative archives come in a lower category, being placed at a lower level in the staff structures of the bodies to which they belong. In the case of Venezuela, for example, a census of human resources in 1977 found there were 582 graduates in library science and 58 in archivology. The majority of the librarians were working in libraries (33 in the National Library) but only 2 graduates were working in the public archives though, later on, employment of professionals improved. As regards the inadequate remuneration of archivists, it is my opinion that the crux of the problem of the status of archives personnel has two main aspects: training (qualification) and remuneration.

7. This is an appropriate point to include the information given in the letter (in place of a reply to the questionnaire) from the Director-General of National Archives, Libraries and Museums. The lack of infrastructures necessary to set up a school for archivists in the country has caused the Directorate-General to place its faith in the centres in Cordoba and Madrid (CIDA and the School of Documentalists), the hope being that all the staff of the National Archives should be trained at these centres. Efforts are being made to bring in legislation laying down guidelines for the National System of Archives. It would be interesting to bring the archivists trained at the two centres together in a union, to draw up a professional charter for them and encourage them to qualify and to join up with other archives societies. The Finance Act (law on the general national budget) makes provision for no other category of public servant than 'official of the public administration'. Promotion is given for efficiency and job security is ensured for capable and efficient staff. As for wages, the Directorate has managed to improve them and the level is relatively good.

8. Some countries replied to the effect that other problems exist concerning archives staff:

Brazil: lack of staff specialising in permanent archives.

El Salvador: lack of equipment for carrying out archives tasks.

Nicaragua: promotion

Panama: transfer of officials without the knowledge of the management

Peru: work is done in difficult conditions, humid atmosphere, poor ventilation and little natural light, sometimes in store rooms.

Replies to the general question of whether the situation of National Archives staff was satisfactory are significant. Argentina, Brazil, Chile, Guatemala, Honduras,

Mexico, Nicaragua, Panama, Peru, the Dominican Replublic and Uruguay said 'no'. El Salvador said it was acceptable and although Costa Rica said 'yes' to this question, its answer to the question of whether the situation of other archives in the public administration were satisfactory was 'no', like that of the other countries mentioned above (except for El Salvador that said 'yes').

It must be remembered that Costa Rica and El Salvador have relatively small populations and that the situation in those countries which have not replied to the questionnaire is similar to that of those countries which had replied in the negative. There are serious shortcomings in the situation of archives staff. These shortcomings are reflected - sometimes decisively - in all the archives structure - buildings, premises, installations and technical workshops - and even more intensively in the organization of the specifically archival tasks in the process of document collection, classification, description and selection and in the administrative services, including those dealing with accounts and legal matters, whose task it is to provide scientific and technological information and, to a large extent, to carry out historical research - the jewel of the archives function.

10. RECOMMENDATIONS

1. The recommendations given in the answers to the questionnaire come under four headings, (1) those addressed to the national authorities and agencies, (2) those addressed to the Organization of American States (OAS), (3) those addressed to the International Council on Archives (ICA) and its regional branch the Latin American Association on Archives (ALA) and (4) those addressed to Unesco.

Recommendations to the national authorities and agencies

Argentina:	Recognition of the archivist's post as a professional position.
Brazil:	Inclusion of archivists in the public administration's job classification schedules.
Chile:	None
Colombia:	Appointment of professional staff to put document conservation programmes into effect.
Costa Rica:	Internal training of staff and filling of vacancies with staff graduating from the archives faculty of the university.
Dominican Republic:	Setting up of archives administration courses
El Salvador:	No concrete recommendations
Guatemala:	Selection of staff for appointment as archivists
Honduras:	Legislation on archival matters; support for training; importance to be given to this programme as part of the National Development Plan.
Mexico:	Continuous training and adequate national economic incentives.
Nicaragua:	Effect to be given to the legal measures now planned (legislation and regulations), premises
Panama:	Activation of the School of Archivology in the university

Peru: Introduction of a post of archivist in the public administration.

Uruguay: Creation of technical posts for archivists in government bodies.

There is thus an emphatic recommendation to the national authorities on two subjects directly related to archives staff issues: training and the employment of professional staff. As regards training, internal training is recommended by Costa Rica, continuous training by Mexico, a university school by Panama, courses for archivists by the Dominican Republic and for archivists' degrees at public administration level by Brazil.

As to the question of the employment of professionals, Argentina urges the recognition of the archivist's job as a profession; Colombia, Peru, Uruguay and Guatemala the appointment and selection of professional staff; and Costa Rica the recruitment of graduates in archivology.

Another subject referred to is archival legislation (Honduras and Nicaragua).

The question of economic incentives is also raised (Mexico).

The three aspects of training, recognition of the profession and legislation are closely interrelated and show the relevance of the related recommendations, emphasizing as they do the fundamental problems calling for solution that the national authorities are best placed to find. These aspects have been dealt with in this study.

The subject of premises (Nicaragua) probably relates to the better material conditions in which archivists should be able to carry out their work.

At the personal level, I should like to recommend that systematic studies be conducted with a view to finding appropriate solutions to the problems posed by the shortcomings observed in the field of training and qualification and which constitute the essential basis for addressing the staff problem area as a whole. I consider that every Latin-American country should have at least one archives school of faculty to meet its national needs or various faculties, if such an archives school cannot be established at a central point. This should be the ultimate goal; until it is attained, full training courses and short courses, including distance education and the inter-American courses will have to be used as a substitute. If training and qualification is to be planned, statistics on human resources will need to be collected by means of censuses or surveys which every country should carry out.

In order that archives work be recognized as a profession and that archives posts be filled with professionals and technically trained and qualified staff, I would recommend concerted action designed to increase awareness of the importance of archives and their staff in social, governmental and archival circles and that this recognition be reflected in legislation and satisfactory remuneration. Training and remuneration, backed up by legal provisions, are the key to the practical staff problem. The associations of archivists which are obvious instruments for creating awareness and for planning should be called upon to take action (with the recommendation that more energy be shown where some inertia seems to prevail). National conferences can play a similar role. International conferences have, at times, given debatable results without a glimpse of any useful and practical spin-off, even those dealing exclusively with staff problems. To my mind, national meetings of archivists can be more useful, sometimes involving representatives of related professions such as historians, administrators, librarians and documentalists, because they are better calculated to bring together a large number of people at a lower cost, deal with the concrete and real questions facing each country, and bring to light feasible solutions.

On the legal side, it is recommended that measures be taken to institute a National System of Archives (SINAR) in each country, which would ensure that adequate conditions are provided for archives staff. I feel it would be a highly practical step (where, of course, no SINAR exists) to set up such a system alongside and in co-ordination with the National Library System and the Information System and, once a SINAR is set up, to bring all these systems together in a centralised National Information System (NATIS) as proposed by Unesco in 1974. Experience, however, has shown that the setting up of NATIS in Venezuela under the acronym of SINASBI has not produced much result for archives up to now.

In order to set up a SINAR and make it satisfactorily operational, archivists need to be involved in the planning of national development programmes. In each country, suitable legislation should be introduced in order to give a charter to the archivists' profession .

2. Recommendations to the Organization of American States

Argentina: Archives staff, except for those in the city of Cordoba, should be given scholarships to attend the CIDA courses.

Brazil: Exchanges among Spanish-language countries should be encouraged with a view to promoting training courses in archivology, developing research, with particular reference to the conservation of documents in tropical areas, and stimulating activity in archives services.

Colombia: Training should be programmed and implemented at various levels for civil servants working in archives.

Costa Rica: Scholarships should be given to staff in National Archives who have not yet had such an opportunity, and also to others meeting the necessary requirements and whose work has at least some connection with archives.

Dominican Republic: Recommends the financing of archives courses at national and international level.

El Salvador: Mentions the attention it receives from the OAS but makes no practical recommendations.

Guatemala: Scholarships should be offered as they are at the moment, but at the general level of all ministerial archives.

Honduras: Recommends the training of staff at intermediate levels, technical counselling and increasing the National Liaison Office's awareness of the importance of archival development.

Mexico: There should be more co-operation and exchange of information on archival systems and agreements.

Nicaragua: Recommends raising the standard of the courses given in the Dominican Republic and Argentina.

Panama: Recommends training courses for public servants with archives experience but no professional qualification, and technical assistance.

Peru: Recommends the financing of a research centre.

Uruguay: Scholarships should be provided for archivists or students intending to be archivists.

Most countries refer to the granting of scholarships (Argentina, Costa Rica, Guatemala, Nicaragua, the Dominican Republic and Uruguay) and to the organization of training courses.

The reason for Argentina's recommendation is that the OAS rules do not provide for scholarships for citizens of, and residents in the countries where training centres operate. This applies to Argentinians, because CIDA is located in their country. Argentina would like these rules to be amended in order that these nationals or residents may be eligible for such scholarships. Nicaragua recommends raising the standard of the courses given in the Dominican Republic and Argentina, in other words the technical courses given by CENTROMIDCA on microfilming and document restoration, and the archivists courses given by CIDA. Other countries do not make this point because they can apply for the courses in Cordoba and Madrid and the CENTROMIDCA courses for which OAS provides full or part scholarships. Scholarships should be granted to the staff of the National and other Archives (Costa Rica), at all levels, and especially to staff of ministerial archives (Guatemala) and to archives employees, whether they be professional (archivists) or students.

This insistence on scholarships clearly shows the importance attached by the Latin-American countries to the courses supported by OAS. It is therefore emphatically recommended that OAS should continue with its policy of training in the form of courses and, if possible, increase the number of scholarships awarded, because this is the best means of training for students in our countries, given the shortage of national training facilities or the failure to meet the training requirements of the whole student population of the country.

Training and the organization of courses (whether national or international is not specified) are recommended in order to supplement the inter-American courses supported by the OAS. Cases in point are the recommendations formulated by Colombia and Honduras which recommend training at various levels for archivists in the public service; Panama for civil servants with experience but no professional qualifications; Honduras for the intermediate levels; and the Dominican Republic which refers explicitly to national and international courses. In the promotion of training at the national level, OAS includes in its programme of aid for CIDA the organization of national courses and short courses, and the participation of teaching staff assigned by CIDA, a service CEDA has been offering for ten years now. This needs to be continued, or even further developed, using the teaching staff of other archives training centres, preferably under joint OAS and CIDA arrangements.

Peru recommends the financing of an (archival) research centre. To my mind, this proposal is very sound. The country would need to decide where the institute should operate and what would be its infrastructure and its relationship with an archives training centre, for which I feel the institute should be the basic support. My personal recommendation is that a study be made of the feasibility of setting up various archives research centres in a co-ordinated manner.

Other recommendations can be taken, at least in part and implicitly, as being connected with questions of staff, namely those regarding unspecified technical assistance (Honduras and Panama) and the organization and classification of administrative archives (Nicaragua). OAS should give its sponsorship and economic aid for the assistance afforded directly by the Department for Cultural Affairs or via CIDA. Both

suggestions, from Panama and Nicaragua, could be acted upon as part of that assistance. Mexico's recommendation is of a different nature, though coming under the heading of technical assistance, namely that co-operation and exchanges of information on archival systems and agreements be increased. In other words, such co-operation and exchanges already exist and need to be given greater importance and helped to develop. Mexico would need to spell out more clearly to OAS the systems and agreements that need to be encouraged and request assistance and concrete economic help, applying either directly or in collaboration with CIDA. Panama and Nicaragua could do the same.

The suggestion from Honduras that the awareness of the National Office for Liaison with the OAS needs to be developed coincides with my own opinion, set out in recommendations to the national authorities.

3. Recommendations to the International Council on Archives and the Latin American Association on Archives

Argentina:	Something should be done about a charter for archivists designed to give them equal status with the other information professions.
Brazil:	Projects for the institutional modernisation of national archives should be supported, and methods, standards and directives disseminated by means of seminars, courses and publications.
Colombia:	Studies should be made, using the staff in the country, in order to identify problems and possible solutions.
Costa Rica:	Short-term consultancies for the carrying out of censuses and classification and description programmes should be offered to properly qualified people possessing, at least, a university degree.
Dominican Republic:	Technical and promotional assistance should be given for setting up specialised courses on archival subjects.
El Salvador:	Makes no recommendations and only says that it has never received anything from the Council, in spite of having paid the amounts due to it.
Guatemala:	Makes no recommendations.
Honduras:	Recommends technical counselling, the provision of teams, and assistance for training in other countries with the emphasis placed on observation.
Mexico:	Recommends greater communication among the responsible authorities via meetings, seminars and conferences which facilitate the exchange of experience.
Nicaragua:	Recommends the interchange of material, reports and papers with other National Archives.
Panama:	Recommends the organization of training courses with the support of national authorities with a view to gaining recognition for the profession of archivists in the country.
Peru:	Makes a joint recommendation to OAS and Unesco (see under Unesco).
Uruguay:	Scholarships and advice should be provided for teaching staff in order to improve their professional education.

The recommendations made are varied.

First have to be considered those directly related to the subject of this study, concerned as it is with the status of archives staff. Argentina recommends that thought be given to a charter for archivists designed to equate them with other information professions. It has already been said that this question is connected with the training and qualification of staff which, in Argentina, still has serious shortcomings. I have already said that I believe that the archivists 'charter' is one of the main problems to be solved by introducing legislation setting up a National System of Archives.

Recommendations concerning the archivist's career are formulated by Panama which refers again to the problem already raised in its recommendation at the national level. Recommendations on qualifying courses come from Honduras, the Dominican Republic and Panama, and on scholarships and counselling for teachers from Uruguay. The need for help in the training of teaching staff needs underlining, especially in those countries where archives faculties have recently been, or are in the process of being set up owing to the lack of any educational tradition in this field - the problem posed by the dearth of archives teachers is very serious indeed.

Other recommendations have implicit or incidental connections with staff questions, or are of a completely different type, showing the urgent need for concrete solutions to other burning problems.

Colombia refers to the need for problems to be studied and possible solutions found by the staff in the country. It is not clear whether this refers purely to staff problems or the country's general archives problem. In my view, the general problems are too vast, but, as regards the study of these problems, censuses and surveys of the present situation of archives and their problems should be carried out and thereafter a meeting of archivists should be held at the national level, and for which ICA could obtain, or could advise on how to obtain, guidance and financial help. The same technique could be used on a more reduced scale and at a more specific level, on archives staff and which would be less complex and more viable.

A subject rather similar to that raised by Colombia is brought up by Costa Rica, which asks for the conduct of specific inventories on classification and description programmes, the tasks calling for the maximum dedication on the part of archives staff. ICA's help could be to supervise the provision of bibliographical and consultancy material for a competent specialist.

The recommendations from Brazil, Mexico and Nicaragua show certain similarities in their reference to communication and exchanges by means of meetings, seminars, reports, conferences, courses and publications. In another part of this study, I give my opinion on the comparative value of such events, my recommendation being more in favour of national conferences. Regional or inter-American conferences need to be restricted to specialists in given subjects. Mexico also reiterates its recommendation to OAS that conferences be held. It is my view that, in all these areas, preference should be given to the question of the status of archives staff.

The recommendations concerning technical counselling and the supply of equipment (Honduras) and projects for the modernisation of national archives institutions (Brazil) underline needs that could also be met with the assistance of OAS and Unesco.

4. Recommendations to Unesco

Argentina: It should send specialists familiar with the public administration of the country in which the course is to be given.

Brazil: It should, under the RAMP programmes within the framework of Unesco's General Information Programme (PGI) promote studies and activities designed to help in the formulation of archival policies and in the modernisation of institutions at the national, regional and international levels, and it should also contribute to the training of archives and documentation professionals.

Colombia: Makes no recommendation.

Costa Rica: It should sponsor short meetings, seminars, etc. for the exchange of experience.

The Dominican Republic: It should promote courses on archives administration, provide specialised teams, and supply furniture.

El Salvador: Makes no special recommendation: we do not even know where the national offices are.

Guatemala: Unesco, jointly with OAS, should take steps with regard to the training of staff working in archives agencies.

Honduras: Recommends collaboration in archives planning, training, and programme development; institutions should be allowed to make direct requests for consultants' teams to be sent to them.

Mexico: Considers necessary the timely and full distribution of documents dealing with specific Unesco archives programmes, i.e. documents dealing with archival events, reports and bibliographies).

Nicaragua: Recommends the supply of teaching materials and participation in international events. Requests economic aids for a repair workshop and the purchase of microfilm material.

Panama: Recommends technical assistance and projects for the improvement of installations (workshop for restoring and binding documents).

Peru: Requests help for the creation of an archives research centre which would also be responsible for disseminating and publishing research work. This applies particularly to subjects of a technical nature (description, selection and provision of documents).

Uruguay: It should provide courses and technical assistance for the University School of Library and Related Sciences (archivology faculty).

Various recommendations are also made to Unesco and which concern courses and training.

Argentina recommends that specialists from other countries should be familiar with the public administration of the country in which they are to give courses. This applies particularly to courses relating to administrative archives. Brazil

recommends that the archives training field should include documentation. Guatemala reiterates its request to Unesco and OAS for help in staff training to be conducted jointly by both organizations. Honduras refers to training in the general sense. The Dominican Republic recommends the promotion of courses on archives administration and Uruguay makes a specific request for courses and technical assistance within the framework of its University School which has an archivology faculty of recent foundation.

These recommendations reinforce the preceding proposals addressed to national authorities, OAS and ICA, the most numerous proposals being those concerned with archives staff, thus confirming that it is considered as a priority area.

The need for teaching materials, special materials and for archival bibliographies in general is intrinsically related to training and qualification, both as regards direct or in-class teaching and for self-taught methods and refresher courses enabling staff to keep up to date with developments in archives principles, theory, techniques and practices. Nicaragua explicitly states the need for teaching materials. Mexico refers to bibliographies and Peru goes into more detail recommending the publication and dissemination of writings on archivology in general and, more specifically, technical studies on what might be called the documentary process of organization, description and selection, etc. This recommendation from Peru ties in with its earlier proposal for the setting up of an archival research centre. This proposal, in my view, merits special attention and a measure of co-ordination in bibliographical production, more particularly between Unesco, ICA and OAS, including the fruitful efforts now being made in Spain and some Latin-American countries.

Earlier recommendations about conferences are reiterated by Costa Rica and those for the exchange of experience by Mexico, which would like to be informed of programmes on archival events and of reports on those events. Here I would confirm my views on the relative advisability of conferences at the national, regional and international levels; measures should be taken to ensure that they give positive results justifying the cost of their organization.

Other recommendations may be considered to have an implicit connection with staff questions, others deal with the general archives problem and yet others refer to the provision of consultants' services.

Panama recommends that attention be given to the provision of technical assistance in general and Uruguay to the archivist's profession. Some countries stress the competence of archives planning and programming or, more generally, the planning and development of archives programmes (Honduras) or a wide range of projects promoted by the RAMP programme (Brazil) at the national, regional and international levels. In my view, the RAMP programme and projects constitute the most important feature of the assistance and help extended by Unesco to the Latin-American countries in the archives field - and this programme and these projects are carried out under Unesco's General Information Programme. It is a striking fact that only Brazil refers to the RAMP programme, which it has already utilised and is still using for some significant projects. It is probable that some Latin-American archives circles have no connection at all with this Programme and some may not even know about it; this is indirectly confirmed by El Salvador's ignorance of all the work that is carried out by Unesco. Personally, therefore, I feel that, in the absence of any direct interest in these circles, the General Information Programme (PGI) should take the initiative of informing these milieux of its activities by direct contact or through accredited Unesco representatives in the different countries because PGI, together with the archives programmes of the OAS Department for Cultural Affairs, are the pillars of inter-American and international assistance in this field in Latin America.

It should be noted that OAS gives preferential treatment to vocational training and Unesco keeps it quite separate within its general programme on archives.

Lastly, there are a few recommendations on the acquisition of technical equipment which clearly shows the need for good technical workshops which cannot be obtained directly from each country's own resources because of the serious economic difficulties in which many Latin-American countries find themselves.

Nicaragua wants to be provided with equipment for a restoration workshop and equipment for microfilming, Panama also needs restoration equipment and the Dominican Republic requests unspecified equipment, and furniture in general.

5. A personal recommendation

Based on thirty years of personal experience of the status of archives and archivists in Argentina and twenty-five years for Latin America as a whole, I would like to put forward the following recommendations on the status of archives personnel in that region and to propose a solution of a concerted and general nature, to be implemented by all those connected with the archives problem in that part of the world.

The two key aspects of the question of the status of professional and auxiliary archives staff may be regarded as training and qualification on the one hand, and official status on the other.

I apologize for this reiteration of what I consider to be of fundamental importance, namely the training and qualification system. The serious shortcomings in the training and qualification of archivists at the quantitative level in terms of the shortage or even complete lack of scientific and technical training, and at the qualitative level in terms of the educational systems, constitute the most serious problem, not merely as regards the staff, where it has a crucial influence on professional status, but also in the problem area of Latin-American archives as a whole. Modernisation of archives depends very largely on how soon a solution is found to this problem.

Staffing is an essential part of what appears to be a vicious circle. There is not a sufficient awareness of the importance of archives in the social and governmental milieux to plan and carry out the modernisation of archives because there is a lack of archivists in both number and quality to create that awareness. Archivists are lacking because they are not well trained and receive no systematic education. That education is lacking because it is not promoted for lack of understanding of and support for the profession in social and governmental circles. In my opinion, this vicious circle has to be broken, and attention, efforts and economic resources should be concentrated on training and qualification through concerted action undertaken by archivists, decision-making bodies and authorities responsible for the creation and promotion of educational centres and media, with the assistance and the moral and financial help of those persons, institutions and bodies able to do so in local, national, regional and international fora.

This has to be done by planning realistically that which is feasible, on the basis of an appraisal of existing human resources, educational centres, qualified teaching staff, educational systems, and assistant bibliographers and technical auxiliaries, country by country, wherever such studies have not yet been carried out, and by stimulating and intensifying those already planned.

The 500th anniversary of the discovery of America by Christopher Columbus is approaching. In the Hispano-American archives field, there have already been

resolutions to the effect that, for this event, Spanish and Spanish-American archives should publish inventories, archives manuals and documentary collections so that the documentary resources of Hispano-American countries, considered to be the most eloquent and authentic source of information on their historical development, should be better known. Here I would like to make the recommendation that, in order to relate this event to archives personnel, it be decided that by 12th October 1992, every Latin-American and Caribbean country should have its school, schools or faculties and systematic training courses to cover the requirements of the whole of the national area and that each country should have introduced legislation, preferably within the National System of Archives, dealing with the professional status of archivists and establishing duties and responsibilities for supervisory and auxiliary personnel and the rights that guarantee their cultural, scientific and technological recognition, an appropriate social category, and their fair and satisfactory remuneration. This would seem an arduous and difficult task but I am convinced that, with systematic, persevering and co-ordinated efforts it can be done.

At the same time, attention should be given to ways of heightening awareness, especially that of the decision-makers both in the field of archives legislation, where obsolete rules should be rescinded, and acts, decrees, regulations aiming at the modernisation of archives and of those bodies which are responsible for the custody of archives be introduced. Perhaps the international governmental organizations, and especially Unesco and OAS, with the support of the ICA, could make a concentrated effort to remind the national authorities of their respective member countries' obligations with regard to archives questions, e.g. the protection of the national documentary heritage, the creation of NATIS, etc. To put this recommendation into effect, I take the liberty of proposing that a Group for Institutional Co-ordination be set up which would include representatives of Unesco's Division of the General Information Programme, the OAS Department for Cultural Affairs and the Archives Committee of the Panamerican Institute for Geography and History, with the collaboration of the Under-Directorate for Archives in Spain and of the Inter-American Centre for Archives Development, to draw up concerted plans for the implementation of this recommendation, through contacts with the highest archives authorities in each country, ALA and CARBICA regional branches of the ICA, archivist schools and faculties and the archivist associations. I would also suggest that central co-ordination should lie with the OAS Department for Cultural Affairs, the biggest American organization, in which a committee has already been formed with responsibility for the commemoration of the event, and that this co-ordination centre should also link up with the projects for Latin-American archives manuals already proposed for this big American event.

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LETTER TO HEADS OF NATIONAL ARCHIVES

I am writing to ask for your assistance in the work I am doing for Unesco and the International Council on Archives (ICA) on 'The status of archivists in relation to other information professionals in the public service in the Latin-American countries'. In this case, information professionals includes librarians and documentalists.

The purpose of this study is to help Unesco and ICA in their efforts to promote and improve this profession in both its physical and its psychological aspects by means of official recognition by the authorities under which archives and archives staff are placed.

Unesco and ICA have been endeavouring for many years now to achieve full recognition for the archives profession, particularly in the developing countries. The task I have been given is closely related to these efforts and it could make a significant contribution to improving awareness of the archives profession in your country. I therefore appeal to the love you have for your country and the society in which you play your part in asking you to supply the information requested in the questionnaire attached to this letter. I prepared the questionnaire to facilitate the task.

May I ask for answers to the questionnaire to reach me by 31st May.

In this report that I have to submit to Unesco, due acknowledgement will be made to every person or institution lending me their assistance.

Looking forward to an early reply and assuring you of my grateful thanks in advance, I am

Yours sincerely

QUESTIONNAIRE

ON THE STATUS OF ARCHIVISTS

This questionnaire refers solely to staff performing professional archives duties (managerial and supervisory staff and those with professional qualifications and holding archives positions). It excludes office staff such as secretaries, typists, bookkeepers and subordinate staff, and staff employed in technical workshops on restoration, microfilming, etc.

If the space for answering any question is not sufficient, please use a separate sheet.

On the dotted lines following YES ... and NO ..., put an X as required, e.g. YES ..X. NO ...

1. Legal norms and hierarchical structure

1.1 Is there a National System of Archives? YES ... NO ..., or a Directorate-General for the Archives of the Nation? YES ... NO ... If 'Yes', under which authority does the System or the Directorate-General come? .....
.....

1.2 Under which authority (Ministry, Secretariat or lower level) do the National Archives or the General Archives of the Nation come? .....
.....
.....

1.3 Is there an official charter for the archivists' profession determining the position of archivists in the public administration? YES ... NO ... If 'Yes', give its title, number and date of promulgation. .....
.....
.....

1.4 Is there a law or other legal instrument (regulation, decree, etc.) determining the status of the Head and staff of the National Archives or the General Archives of the Nation? YES ... NO ...
If 'Yes', give its title, number and date of promulgation. .....
.....
.....

1.5 Categories of archives staff

If legal norms establish categories of archives staff, please list these categories.

.....

.....

1.6 Are archives staff treated on an equal footing with administrative staff in the public administration? YES ... NO ...; or with professional staff? YES ... NO ...

1.7 Do legal norms establish the duties and responsibilities of National or General Archives staff? YES ... NO ... If 'Yes'. please attach a copy of the corresponding texts.

1.8 Is there a union for archives staff? YES ... NO ...; or are they affiliated to a union that also includes librarians and documentalists? YES ... NO ...
If 'Yes', please state which .....

.....

.....

1.9 Are archivists in the National or General Archives members of an archivists' association? YES ... NO ... If 'Yes', please state which. .....

.....

or the same association as librarians? YES ... NO ... If 'Yes', please state which .....

.....

2. Appointments, promotions, departures

2.1 How are appointments made? By decree of the higher authorities .....
by competitive examination ..... or by other methods (please state which)? .....

2.2 Is promotion given for seniority ..... by competitive examination ..... for efficiency ..... by other methods? Please state which .....

2.3 Do archives staff leave for legal reasons ..... disciplinary reasons ..... to take up work in other units with better working conditions ..... or better economic conditions?.....
or for other reasons (please state which) .....

.....

2.4 Is there staff stability in the National or General Archives? YES ..., NO ..., or are they transferred by order to other departments of the public administration? YES ..., NO ...

3. Quantity, classification and training of archives staff in the National or General Archives

3.1 Numbers of staff in the National or General Archives:

(a) with a university degree in archives science (Bachelor's or Master's degree) .....

(b) with a university degree in other disciplines (Doctor, Bachelor's degree in history, law, etc.) .....

(c) with a university degree in other disciplines coupled with some archives training (e.g. OAS courses in Cordoba or Madrid) .....
.....

(d) with a higher education archives diploma (2-3 years course) .....
.....

(e) with a higher education diploma in other disciplines .....

(f) with a higher education diploma in other disciplines coupled with some archives training .....

(g) with a secondary education diploma .....

(h) with a secondary education diploma coupled with some archives training ....
.....

(i) number of staff that have attended courses at Cordoba ....., or Madrid .....

3.2 Categories of staff in the National Archives or the General Archives of the Nation and their number:

(a) Head (give professional title) .....

(b) Deputy Head (give professional title).....

(c) Number of heads of sections or other supervisory jobs .....

(d) Number of auxiliary archives staff .....

3.3 Is training organized in the Archives agency for new recruits? YES ... NO ...

3.4 Are archives refresher courses given in the Archives agency? YES ... NO ...

4. Economic situation

4.1 Are the salaries of archivists governed by the scales for public administration staff? YES ... NO ..., by professional charter? YES ... NO ..., by other types of scale? YES ... NO ... (if 'yes' state which) .....

4.2 Compared with the earnings of librarians and documentalists, is the remuneration of archivists, in general terms, equal ....., higher ....., lower .....?

4.3 What was the highest monthly salary, in national currency, received by the archives staff working in the General or National Archives for the month of March 1984 ....., and the lowest salary .....
.....
What was the official exchange rate for the national currency against the United States dollar for that month? .....
If there is an unofficial exchange rate, what was it for the dollar?.....
.....

4.4 Does the staff enjoy social security benefits? YES ..., NO ...

4.5 Does supervisory staff enjoy special benefits? YES ... NO ...
If 'Yes', please state which (car, flat, etc.) .....

5. Archives staff problems

5.1 Is there a lack of adequate professional training? YES ... NO ...
If 'Yes': considerable ....., average ....., slight .....

5.2 Is there a lack of staff for budgetary reasons? YES ..., NO ...
If 'Yes', how big is the shortfall? .....

5.3 Is remuneration sufficient ....., insufficient .....?
In the latter case. how many persons left the General or National Archives during the last five years for economic reasons? .....

5.4 Are there other problems relating to archives staff? YES ... NO ...
If 'Yes', state which .....
.....

5.5 Are archives staff problems in other public administration archives generally the same as, or similar to, those of the National or General Archives? YES ...
NO ...

6. Recommendations

6.1 Is the professional status of archivists in the General or National Archives satisfactory, in general terms? YES ..., NO ...

6.2 Is the professional status of archivists in other public administration archives generally speaking, satisfactory? YES ..... NO ...

If 'No', what recommendation would you make to improve the situation on the part of:

6.3 the national authorities and agencies .....
.....

6.4 the Organization of American States (OAS) .....
.....

6.5 the International Council on Archives, either directly or via its regional branch, the Latin American Association on Archives .....
.....

6.6 Unesco .....
.....

If it is difficult to answer any question, leave the answer so as not to delay the dispatch of the questionnaire - your answer is urgently required.

You can also answer the questionnaire by setting out your replies on separate sheets giving simply the numbers of the questions, e.g.

1.1 No

1.2 Ministry for Culture and Education, Secretariat for Culture

1.3 No

1.4 Yes, the Act on the General Archives of the Nation No. 15930, promulgated on ..... October, 1961, etc.

PERSONS WHO ANSWERED THE QUESTIONNAIRE

I would like to express my thanks to the following who sent replies to the questionnaire:

Argentina:	Dr. Enrique Barba, Director-General of the General Archives of the Nation.
Brazil:	Dra. Celina do Amaral Peixoto Moreira Franco, Director-General of the National Archives.
Colombia:	Lic. Pilar Moreno de Angel, Director of the National Archives.
Costa Rica:	Lic. Luz Alba Chacón León, Director-General of the National Archives.
Chile:	Prof. Javier González Echenique, Director of the National Archives.
El Salvador:	Arch. Ofilio Gómez Posada, Director of the General Archives of the Nation.
Guatemala:	Sr. Oscar García de Paz, Assistant at the Directorate for the General Archives of Central America.
Honduras:	Sra. María del Carmen Segovia de Barrientos, Head of the Central Archives of the Exchequer.
Mexico:	Lic. Leonor Ortiz Monasterio Prieto, Director-General of the General Archives of the Nation.
Nicaragua:	Lic. Adilia Moncada A., Director of the National Archives.
Panama:	Lic. Edith Herazo de Osorio, National Director of the National Archives.
Peru:	Lic. Mario Cárdenas, Director-General of Historical Archives.
Uruguay:	Prof. Ermelinda Acerenza, Director of the University School for Library and Related Sciences.

My thanks also go to Dr. Hipólito Sánchez Quell, Director-General of Archives, Libraries and Museums of the Nation in Paraguay for certain general information.

REPLY FROM BOLIVIA

This reply I received late because of a postal strike in Bolivia. It was sent by Lic. René Arze Aguirre, an ex-CIDA scholar, an official at the principal university of San Andrés de La Paz.

The answers to the questionnaire are as follows:

1.1 There is no National System of Archives nor Directorate-General.

1.2 The National Archives come under the Bolivian Institute of Culture and that comes under the Ministry for Education and Culture.

1.3 There is no professional charter.

1.5 There are no categories of archives staff.

1.6 Archives staff are equated with administrative staff but not with professional staff.

1.7 There are no legal norms on duties.

1.8 Archives staff are organized as a union, not specifically as archivists.

1.9 There are no members.

2.1 Appointments are made by competitive examination to test merit.

2.3 Leaving is for legal or disciplinary reasons or generally for economic reasons.

2.4 Stability exists.

3.1 Quantity of staff:

(a) None

(b) One with a law degree and various secretaries

(c) (d) None

(e) One woman with a Master's degree

(f) The majority

(g) (j) None

3.2 (a) Director: law graduate

(b) Deputy-director: a woman with a Master's degree

(c) About 20

3.3 and 3.4. Such training is given.

4.1 Remuneration is based on the scales for the public administration

4.2 All are governed by the public administration scales.

4.3 Director: 50 US dollars, the others receive less

4.4 Social security exists

4.5 There are no special benefits

5.1 There is a lack of regular training

5.2 There is a shortfall for budgetary reasons

5.4 The problem of low wages is no doubt the main problem

5.5 The problems are the same as in other public administration archives

6.1 Not satisfactory

6.2 Not satisfactory

6.3 The national authorities: the principal university in San Andrés de La Paz should set up an archivology Department.

6.4 OAS: frequent scholarships in Cordoba and Spain.

6.5 ICA: more exchanges of experience

6.6 Unesco: economic help and professional stimulus

REPLY FROM HAITI

The reply to the questionnaire from Haiti came late because of difficulties in the mail. It was sent by Lic. Maria Jocelyne Lucien, an official in the Ministry for External Relations and ex-CIDA scholar.

The answers are as follows:

1.1 There is a Director-General for the Archives of the Nation and it comes under the National Haiti Institute for Culture and Arts.

1.3 There is no professional charter for archivists

1.4 There is no relevant legislation

1.6 Archives staff are equated with administrative staff and professional staff.

1.8 and 1.9. There is no union for archives personnel but they are associated with the Association of French-speaking archivists, librarians and documentalists of the Caribbean.

2.1 Appointments are made by competitive examination

2.2 Promotion is for efficiency

2.3 Staff leave to take up jobs in other organizations with better economic conditions

2.4 There is no stability, staff go to other departments of the public administration

3.1 (b) 3 have university degrees in other disciplines

(c) 1 has a professional degree and training in archives

(e) 2 with higher education

(f) 2 with higher education and archives training

(g) 15 with secondary education

(h) 14 with secondary education and archives training

3.2 (a) Director: Master's degree

(b) Deputy-director: Master's degree

(c) Heads: 5

(d) Archives auxiliaries: 15

3.3 and 3.4 Internal training and refresher courses are given

4.1 Remuneration is based on professional rules

4.2 Remuneration is lower than that of librarians and documentalists

4.3 Director's salary: 600 US dollars, auxiliary: 150 US dollars

4.4 The staff has no social security cover

4.5 The post of Director carries the use of a car, travelling expenses and a chauffeur

5.1 The lack of archives training is badly felt

5.2 There is a shortfall of 10 persons for budgetary reasons

5.4 Other problems are: training, working hours, earnings and job stability

5.5 The problems are the same as in other archives of the public administration

6.1 The professional status is not satisfactory

6.3 Recommendations to national authorities: roomier accommodation with better qualified staff

6.4 To the OAS: more scholarships

6.5 To the International Council on Archives: more conferences on archives in the developing countries.

6.6 To Unesco: more scholarships for the Caribbean and lectures by qualified archivologists.

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